

# CHILD-WELFARE MAGAZINE

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Vol. VIII

AUGUST, 1914

No. 12

## The President's Desk

HOME EDUCATION  
DIVISION,  
BUREAU OF  
EDUCATION,  
WASHINGTON,  
D. C.

THE Home Education Division of the Bureau of Education has co-operated with the United States Health Service by sending its valuable bulletin on "The Care of the Baby" to ten thousand mothers of children, under two years of age, during the last two months. The mothers who have received it are women who would never have known there was such a bulletin unless effort had been made to inform them of its publication. As it has been proved by the National Congress of Mothers that infant mortality is reduced sixty per cent. by educating mothers in infant hygiene, it is believed that the circulation of this bulletin will be the means of saving many babies' lives. If you wish to help in this way, send the names and addresses of mothers of children under two years of age to Home Education Division, Bureau of Education, Washington, D. C., and the bulletin will be sent.

### WHAT NEW JERSEY BRANCH NATIONAL CONGRESS OF MOTHERS HAS DONE TO HELP MOTHERS

THE New Jersey branch of the Congress has published a leaflet prepared by a physician and a mother, giving instruction in the care of babies. This has been printed in four languages and is being widely circulated through New Jersey. Send orders to Mrs. Alexander Marcy, chairman Child-Hygiene, Riverton, N. J.

WHAT  
STATE BOARDS  
OF HEALTH  
ARE DOING  
IN EDUCATION  
OF MOTHERS

PENNSYLVANIA, Iowa and North Carolina are among the States which have done most valuable work in preparing and publishing bulletins in different languages on "The Care of the Baby." Nearly all States are awakening to the need of this most far-reaching preventive work, and it will not be long before every State Board of Health will have such bulletins for distribution. To reach all, the co-operation of citizens is necessary.

**WHAT  
THE PRESS  
IS DOING-  
FOR EDUCATION  
OF MOTHERS**

IN addition to the publication of free bulletins on care of children by the National Government, State Boards of Health, City Boards and Universities, the agency which reaches the largest number of homes is the press. There is scarcely a daily paper of any size or influence that does not publish pages of information for mothers. Volumes have been written and read by those who do not read books, but who do read the daily papers or the monthly magazine. The service rendered in this way in education is beyond estimate. Into homes reached in no other way the message goes with enlightenment and uplift. The *Woman's Home Companion* has gone a step farther than the publication of helpful articles for mothers, and now offers free to any mother who asks for it "Hints to Mothers," "Little Talks on Babyology," "Better Babies' Health Exhibit Posters."

Write to Mrs. Anna Steese Richardson, 381 Fourth Avenue, New York, Chairman National Child-Hygiene Department and Director Better Babies' Bureau, for this literature. Perhaps you have not time to do much, but you surely know some mother who would be helped by some of the available educational literature.

**HOW ONE LIBRARY HELPS MOTHERS \***

**LIBRARY BABIES ARE BETTER BABIES  
A DIALOGUE IN A SEATTLE HOME**

*Characters:*

Mrs. Hadley.

Mrs. Clark.

William Randolph Clark (10 days old).

*Place:* A small cottage on Queen Anne Hill.

*Time:* Some few weeks ago.

Mrs. Hadley, a matronly woman, is seen standing by the baby basket looking down at the baby.

"My, but he is a cunning little duffer. What a lot of hair! It's so red it fairly screams. Does he sleep well?"

Mrs. Clark: "I should say he does. Can hardly wake him up to nurse him."

Mrs. Hadley: "Do you know Mrs. Royce? You don't? Why, she lives right over on Garfield. Well, you just ought to see her baby—the smartest, strongest baby I ever did see. He's six months old now. She has certainly had fine luck with him. Not luck either. She was telling me the other day that soon after the baby was born, she got a postal card from the public library saying there was a book by a Dr. Holt on the care of babies. She borrowed it and thinks it is the finest book—tells most everything a mother wants to know in simple language that anyone can understand. I tell you, Mrs. Clark, you certainly ought to go to the library and get one. It would be lots of help."

Mrs. Clark: "Oh, you can't tell me anything about the Holt book. I have already raised one baby on it. But then, I know what good books the library has on raising children. Johnny was delicate when he was a baby."

Mrs. Hadley: "You would never know it now."

Mrs. Clark: "Well, he was. I got several books at the library that were a big help to me. Then Mr. Clark and I are always reading books on how to bring up children. You can't learn everything out of books, that's true, but good books and your own common sense will go a long ways when it comes to raising youngsters. There's the mail-man. Excuse me a minute." (Mrs. Clark comes back holding a postal card in her hand.) "Why, this is from the library. It must be like the one Mrs. Royce got. I'll read it to you:

\* Published by SEATTLE PUBLIC LIBRARY, May, 1914.

"SEATTLE PUBLIC LIBRARY.

"You may be interested at the present time in the two following books, "The Care and Feeding of Children," by Dr. L. Emmett Holt, and "A Mother's Guide," by Francis Tweddell. You will find these books in the central library and in all of the branch libraries and they may be drawn from the library for four weeks with the privilege of renewal for four weeks more. The library also has other good books on the care and feeding of the baby.

"Yours truly,

"J. T. JENNINGS,  
"Librarian."

Mrs. Hadley: "They must send these cards to all the mothers. I suppose they take the names from the birth notices in the paper. Beats all—guess librarians are interested in babies as well as books."

**WHAT  
UNIVERSITIES  
ARE DOING  
FOR BABIES**

THE extension courses in universities are beginning to provide practical help for mothers. Cornell University has a fine Home Economics Department, in which the different phases of home-making are taught to students. This includes the care and feeding of babies and children. About thirty thousand homes were reached last year through Home Economics Extension lectures in New York State. This year Miss Van Renssalaer, chief of the Department, promises that any parent-teacher association in New York State desiring a lecture from the extension lecturers may be assured of having at least one during the year. Last year a lecturer was authorized to remain five days in one place, giving lectures each day. The New York branch of the Mothers' Congress can help Cornell to reach one hundred thousand homes this year by sending a request to Miss Van Renssalaer, Cornell University, Ithaca, N. Y.

Wisconsin University offers a correspondence course on Home Economics to any woman in Wisconsin. Particulars concerning this may be secured by writing to Home Economics Department, Wisconsin University.

Winthrop Normal and Industrial College of South Carolina has published an excellent pamphlet on "The Care and Feeding of Children" and is doing valuable extension work in South Carolina.

The University at Columbia, Mo., has promised co-operation with the Mothers' Congress in Missouri through its extension department, and in other ways. One of the University instructors will act as organizer of mothers. This co-operation with University Extension Work will be mutually beneficial. Mothers' circles and parent-teacher associations should avail themselves of what is offered, and eventually whatever more is required will be added to the course.

**THE CHILDREN'S  
BUREAU,  
WASHINGTON,  
D. C.**

THE Children's Bureau, Washington, D. C., has issued a bulletin on "Prenatal Care of Babies." It would render valuable service by compiling a list of the various agencies that have published literature on the care of babies in order that those who desire it may know where to secure it. The Mothers' Congress is in touch with many of these official and private agencies, but there are hundreds of others in the field. The mother who needs the literature should have a list of all bulletins and pamphlets published for free distribution.

The Mothers' Congress will arrange for the wide circulation of such a statistical leaflet if the Children's Bureau will prepare it.

**OPPORTUNITIES  
FOR WOMEN**

THE president of the Mothers' Congress has been impressed with the wide demand for women prepared to teach home-making or home economics in its broadest sense. In a tour covering a number of States she was asked in several places if she could recommend women qualified to fill positions commanding salaries from \$1500 to \$3500 per year. Married women of experience in life, as well as ability to teach, were required, women who could take homes with few conveniences and help to make them better, women able to train teachers to do that work. The young girl graduate would not do. To find such women seems to be difficult. It is a field which is constantly widening, and offers excellent openings for women who are prepared to do the work efficiently. Training schools for teachers, extension work in universities, demand more and more women for this line of education. It is a hopeful outlook for intelligent home-making in the next generation.

**"PARENTS  
AND THEIR  
PROBLEMS"**

HAVE you bought the eight volumes entitled "Parents and Their Problems"? They are the most practical valuable books for parents that have been published. The price of the set in cloth is \$15.50, in leather \$25.50. Members of the National Congress of Mothers can obtain a discount of ten per cent. by cash payment. Send to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building. The order must be accompanied by a letter from the president of the local association, stating that the purchaser is a member and has paid her dues. Those who do not wish to pay cash may secure the books by payment of \$1.50 a month. Can you afford to do without books that give the broadest view of child-life and child-welfare, and put you in touch with much that is suggestive and helpful? Send your order even though you do without a new gown or some coveted article of furniture.

**MRS. A. L.  
HAMILTON,  
CALIFORNIA,  
NATIONAL  
CHILD-LABOR  
CHAIRMAN**

THE National Congress of Mothers is fortunate in securing the services of Mrs. A. L. Hamilton, of Pasadena, California, as National Chairman of Child-Labor Department. Mrs. Hamilton was formerly president of the California branch of the Congress and was successful in arousing a State-wide interest in the work. Mrs. Hamilton has given up all local responsibilities to devote all her efforts to this National Department. Every State Chairman will be under the direction and guidance of Mrs. Hamilton.

Her effort will be to promote such measures as will safeguard children from harmful work, yet which will not cut off the possibility of work of any kind, which has been the result of some ill-advised legislation. The fact that Mrs. Hamilton has brought up a large family of children, that her husband was for many years superintendent of schools, and is now one of Pasadena's City Commissioners, that for years she has been active in the California Congress, has given her practical experience of children's needs and a broad outlook on world conditions and needs. Under her leadership with every State co-operating sane and wholesome regulation of children's work should be secured. She cannot do this unless every State co-operates.

**MR. W. C. PEARCE, CHICAGO, ACCEPTS CHAIRMANSHIP OF DEPARTMENT OF PARENTS'  
ASSOCIATIONS IN CHURCHES IN NATIONAL CONGRESS OF MOTHERS**

MR. W. C. PEARCE, of Chicago, has accepted the chairmanship of the Department of Parents' Associations in Churches in the National Congress of Mothers and Parent-Teacher Associations. Mr. Pearce is Associate General



Secretary of the International Sunday School Association and is in touch with thousands of churches. The Congress is fortunate in having secured as leader of this important work a man who will be able to extend a knowledge of it throughout the world. The Parents' Association in every church should inspire parents with the realization that they are primarily responsible for the spiritual development of their children. It should then suggest to them how this may be accomplished. There are few who fully understand how to do this, but the formation of the Parents' Associations will be followed by helps to parents applicable to the daily life of children in the home. Not prayer only, but prayer accompanied by faithful work in character building is the function of parents. Too often the seed time passes before they awaken to their duty and privilege. This Department is to arouse parental responsibility and then educate in the ways that develop the best in children.

**CHILD-WELFARE  
IN PHILIPPINE  
ISLANDS**

THE Vice-Governor of the Philippine Islands, Hon. H. S. Martin, is arranging to have a Child-Welfare League in the Philippine Islands, giving immediate attention to a reduction of infant mortality in these Islands. The rate of mortality there is the highest in the world and is caused largely from

lack of nutrition.

Vice-Governor Martin writes: "The tremendous death-rate of infants of course appeals to every humanitarian, but it makes a special appeal to Americans from the fact that we are in charge of these Islands." He closes with a most earnest invitation to the president of the Mothers' Congress to visit the Philippines and assist in promoting child-welfare.

The Third International Congress on the Welfare of the Child was followed with great interest by the Governor.

So the love of the little child has circled the globe—China, Japan, the Philippines are one with America in promoting child-welfare.

In 1897, when the Congress of Mothers announced its purpose to "arouse the whole world to a sense of its duty to the children," it saw indifference and apathy on every side. The seed planted and watered and cultivated by the Congress then has grown and blossomed and is bearing fruit in fuller measure than its leaders dared hope. Less than twenty years' work of mothers, fathers and teachers, studying conditions affecting all children, and working to make them better, has made itself felt in the remotest parts of the world. International in its truest sense has become the interest in the children,—circling the world around.

The United States government, State governments, universities, schools, churches, the press are all actively co-operating with this mother organization which seeks for the wise nurture of all children in home, school, church, and State. It is for men and women to plant the seed. The harvest comes through God. Take the first step and the door opens to the next one. The infinite possibilities of little children when they are developed by intelligent care will raise humanity to higher levels as nothing else can. This is a work to which every man or woman may lend a hand. Plant the seed. You may not be there to see the fruit. Men may forget you were the one that planted the seed, but in the world where standards are different from those of earth, He who helps one of God's little ones on the straight and narrow way may be counted as one who has rendered highest service.

# Third International Congress

ON

## The Welfare of the Child

UNDER AUSPICES OF

### National Congress of Mothers and Parent-Teacher Associations

#### Duty of American People Toward Rising Generation

Boy Scout Movement Builder of Good Citizenship

FIFTH SESSION AT CONGREGATIONAL CHURCH

Mr. James E. West, Chief Scout Executive, of New York, who was to speak on "Training for Good Citizenship," was prevented from being present. Mr. Colin R. Livingston, president of the Boy Scouts, gave a most interesting address on the "Organization of the Boy Scout Movement in America." He told of an American who was travelling in London who saw an old woman enter a car with her arms full of bundles; when a sudden jolt of the car scattered these bundles all over the floor, some of the passengers looked amused; not one came to her assistance except a boy of twelve or thirteen years, who jumped up from his seat, gathered up her bundles, arranged them for her, and then saw that she was seated. The American traveller seeing this display of chivalry and kindness, spoke to the boy and asked to be directed to a place where he wished to go. The boy said, "I will go with you and show you the way." Arrived at his destination, the traveller offered the boy payment for his service. He drew himself up and said he could not take anything for it; boy scouts did not accept fees.

This demonstration of what the Boy Scout movement meant so deeply impressed the American traveller, that on his arrival in America he went to Mr. Livingston in Washington and urged him to be the president of an aid in the organization of the movement in the United States. Mr. Livingston stated that there are now three hundred thousand Boy Scouts organized, that his own boys of twelve and fourteen were taking their summer vacations in long tramps, seeing much of

the country and thoroughly able to take care of themselves through the splendid training they had received under the Scout movement. The audience was greatly impressed by the wonderful movement that has been inaugurated, and most warmly congratulated Mr. Livingston on the important work that the men of the United States engaged in this movement are accomplishing for the future of the boys in this country.

Mr. Orin C. Baker gave an address on "When Your Girl Leaves Home," telling of the dangers that confront young girls and of the efforts that are being made through Travellers' Aid Societies in all the large cities to protect young girls from the dangers of travel. The information given by Mr. Baker is important for every parent to possess, and it was suggested that the topic as presented by Mr. Baker should be considered by all mothers' and parents' associations.

Miss Anna George of Washington, D. C., one of the enthusiastic leaders of the Montessori system in the United States, gave an inspiring presentation of the work that she had accomplished in her school in Washington.

#### Reception by Director-General, South American Republics

Mr. John Barrett, Director-General of the South American Republics, gave a beautiful reception at the Pan-American building, which is unique in structure and one of the most beautiful buildings in America. Mr. Barrett represented twenty-one South American Republics in the greeting that he gave to the delegates.

## To Teach Children Wise Use of Money

The afternoon session, Friday, April 24, was held in the Congregational Church. Professor Kirkpatrick of Fitchburg, Mass., in discussing "The Training of Children in Financial Responsibility," said:

"Although Americans are supposed to be worshipers of the almighty dollar rather than of esthetics, yet they have given more attention to training their children in music and other fine arts than in the wise use of money," declared Prof. E. A. Kirkpatrick of Fitchburg, Mass.

"Money as the product of efforts and as a means of securing things desirable has a part in every phase of life's activities," he declared, "hence good financial training cannot be given without giving a pretty broad education in life's activities.

"To a young child money is only a plaything. He usually learns its purchasing power before he learns how it is obtained. Only by limiting the amount of money a child has and allowing him to spend according to his own wishes can he learn to use it wisely in the satisfaction of his desires.

"Investigations indicate that in less than half the homes do the children know how much money they are to have for spending. Even in homes

where children are wage earners, between fourteen and sixteen, only half receive a regular allowance to spend as they wish.

"In some homes where good training is given, children at an early age have regular tasks and receive regular allowances and by their own experience supplemented by suggestions they learn to spend so as to get the most for their money.

### Discusses Value of Saving.

"The value of saving as taught in many homes and also by teachers where there is a children's saving institution is often semi-superstitious rather than intelligent: Children should be taught to save, not chiefly because of reverence for the virtue of saving (this carried to an extreme makes misers), but because they find that they can get more satisfaction by saving and buying something of permanent value than by spending for little things as fast as they get money.

"In school, children will get much better arithmetical training and indirectly better financial training if the problems involve real financial transactions in which they have engaged and with which people that they know are concerned."

### The Thinker

Back of the beating hammer  
By which the steel is wrought,  
Back of the workshop's clamor,  
The seeker may find the Thought,  
The Thought that is ever master  
Of iron and steam and steel,  
That rises above disaster  
And tramples it under heel!

The drudge may fret and tinker  
Or labor with dusty blows,  
But back of him stands the Thinker,  
The clear-eyed man who Knows;  
For into each plow or saber,  
Each piece and part and whole,  
Must go the Brains of Labor,  
Which gives the work a soul!

Back of the motor's humming,  
Back of the belts that sing,  
Back of the hammer's drumming,  
Back of the cranes that swing  
There is the eye which scans them  
Watching through stress and strain,  
There is the Mind which plans them—  
Back of the brawn, the Brain!

Might of the roaring boiler,  
Force of the engine's thrust,  
Strength of the sweating toiler,  
Greatly in these we trust.  
But back of them stands the Schemer,  
The thinker who drives things  
through,  
Back of the Job—the Dreamer,  
Who's making the dream come true!  
BERTON BRALEY,  
in *American Machinist*.

## **"Peril Lurks in Life of City!"**

**CHILDREN MAY BE MORE 'SMART' TO-DAY, BUT THEY  
LACK CONCENTRATION.**

**RESTLESSNESS AT HOME**

**Prof. O'Shea Urges "Teamwork" Between Teachers and Parents**

**EVENING SESSION—APRIL 25TH.**

"The School and Child-Welfare" was the general topic of discussion at the session of the International Congress on the Welfare of the Child at the Raleigh, with Dr. M. V. O'Shea presiding. The first part of the program was devoted to discussion of the question: "Are the Schools Meeting Their Responsibilities?"

In a remarkable address on "New Times and New Problems in Education," Prof. O'Shea, who is a member of the University of Wisconsin faculty, said, in part:

"During the last fifty years there has been a steady drift of the people to the cities. A constantly increasing proportion of the young in America is being reared in the city, rather than in the country, as of yore.

"The conditions in city life have changed markedly during the past few decades. The individual home has been constantly losing its distinctive character. To-day most of the young people's time is spent outside of their homes; and even when they are in their own homes their friends are there with them. People are spending much more of their time together in groups than they did formerly.

### **Talk Over the Phone**

"The telephone is playing an important part in making it practically impossible for boys and girls to be alone for any length of time. The children are always with some one. Either they go out with their friends or they bring their friends into their own homes. The amusements designed to appeal to the young, and even to seduce them, are much more varied and alluring than they were formerly.

"The tendency of this new life is to make young people more responsive, more alert, more self-reliant in the presence of others, perhaps even more 'smart,' than was true in the old order. But at the same time young people are not trained in working independently and in isolation.

"We are in peril. The moment our people cease to increase in their ability to solve intricate problems by long continued application, at that moment our development will cease. Further, if young people decline in the power of concentration, it means that we will begin to return on our path.

"There must be community co-operation in dealing with the new problems issuing out of the new times.

### **Must Understand Problems**

"Not until the community understands the new problems and will co-operate actively with the school, will the distracting influences cease to work harm, both to the individuals and to our civilization.

"A child will willingly do what his fellows do. If in a given neighborhood it should be understood in all homes that high school pupils should apply themselves to intellectual tasks, say from 7:30 to 9 in the evening, there would be no desire on the part of individual children to spend this time at the theatre or on the street or in wasteful practices of any kind. Any one boy will do what the crowd does, and if we are going to solve our problems to-day we must work with the crowd mainly.

"A place in the home can be provided for children, and an inexorable regime can be carried through so that at a given time the young people must



be in their proper places applying themselves to their tasks. Of course, if a home is restless; if the elders are coming and going, and the whole talk is of distraction; if everything in the home suggests superficiality and excitement and social dissipation, then, of course, the young who grow up under such influence cannot get the kind of training which will arrest the dissipating influence of contemporary city life."

Dr. William D. Ruediger, dean of the Teachers' College, George Washington University, gave answer to the question, "Is the school of to-day teaching the fundamentals as thoroughly as did the old-time school?" In part, he said:

### Better Results Produced

"An impartial investigation appears to indicate that the schools of to-day are in most, if not all, respects producing better results than schools did thirty or forty years ago. This is indicated by at least three lines of evidence; first, by an actual comparison of results achieved as measured by tests; second, by the testimony of those who have taught in the old-time schools and are still teaching in modern schools; and third, by a comparison of the old and the new courses of study and methods of teaching in the light of well-established educational theory.

## All Can Be Prodigies

**Mrs. Stoner Tells Delegates to Congress That Most Babies Cry Themselves to Sleep Because Mothers Sing to Them. Her Child Passed University Entrance Test When Only Nine Years Old**

Prodigies are more likely to be the results of mothers' training than born geniuses, according to Mrs. Winifred Sackville Stoner, in an address before the International Congress on the Welfare of the Child at the New National Museum. Mrs. Stoner is the mother of Winifred Stoner, who, at the age of 9, passed the entrance examinations for Leland Stanford University. Mrs. Stoner said her child was just a normal, perfectly developed child, and that any other mother could achieve the same results.

Mrs. Stoner said the foundations of all moral and mental education are laid before birth, and that among the numerous rights of the child it has the right to be well born. She did not attempt to explain why her child was born with teeth or why it sat without support when only six weeks old.

She said every child has some one prominent talent, which the mother should discover and develop, but that the well-rounded Jack of all trades is happiest.

She said she had never sung her baby to sleep because she couldn't sing, and that the average child cries

itself to sleep because of the awfulness of what a mother calls singing to it.

Among "don'ts" for the making of infant prodigies she sets forth these:

Don't spank. Don't scold. Don't say "don't." Don't say "must." Don't allow the child to lose self-respect or respect for the parents. Don't allow it to say "I can't." Don't refuse to answer a child. Don't tease or ridicule a child. Don't banish the fairies. Don't let a child ever think there is any more attractive place than its own home.

Mrs. Mears told of the increasing observation of Child-Welfare Day and of the help that was being given to the National through recognition of its needs at this time.

### Visit to Mt. Vernon.

Many of the delegates spent Saturday afternoon visiting Mt. Vernon in all the glory of the spring time. Washington never was more beautiful with the tender green of the leaves and the many spring flowers.

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Prodigies are more likely to be the results of mothers' training than born geniuses, according to Mrs. Winifred Sackville Stoner, in an address before the International Congress on the Welfare of the Child at the New National Museum. Mrs. Stoner is the mother of Winifred Stoner, who, at the age of 9, passed the entrance examinations for Leland Stanford University. Mrs. Stoner said her child was just a normal, perfectly developed child, and that any other mother could achieve the same results.

Mrs. Stoner said the foundations of all moral and mental education are laid before birth, and that among the numerous rights of the child it has the right to be well born. She did not attempt to explain why her child was born with teeth or why it sat without support when only six weeks old.

She said every child has some one prominent talent, which the mother should discover and develop, but that the well-rounded Jack of all trades is happiest.

She said she had never sung her baby to sleep because she couldn't sing, and that the average child cries

itself to sleep because of the awfulness of what a mother calls singing to it.

Among "don'ts" for the making of infant prodigies she sets forth these:

Don't spank. Don't scold. Don't say "don't." Don't say "must." Don't allow the child to lose self-respect or respect for the parents. Don't allow it to say "I can't." Don't refuse to answer a child. Don't tease or ridicule a child. Don't banish the fairies. Don't let a child ever think there is any more attractive place than its own home.

Mrs. Mears told of the increasing observation of Child-Welfare Day and of the help that was being given to the National through recognition of its needs at this time.

#### Visit to Mt. Vernon.

Many of the delegates spent Saturday afternoon visiting Mt. Vernon in all the glory of the spring time. Washington never was more beautiful with the tender green of the leaves and the many spring flowers.

## Co-operation in Rural Organizations

MORNING SESSION—SATURDAY, APRIL 25TH

### Co-Operation

IN an address Dr. Lilian W. Johnson, of Memphis, Tennessee, said that the people of the United States were afflicted with a disease which would wreck the nation unless it was cured. She called this disease City-blindness, and showed how, content in the growing prosperity of their cities, the people did not see that the life of the country upon which the city must depend was being rapidly sapped.

Dr. Johnson said that the last census revealed a decline of population in the great majority of the country districts, that the great agricultural state of Iowa actually lost in population, and production in the United States only increased 11 per cent. while population increased 21 per cent. The census showed that tenantry in the United States had risen to 37 per cent. an increase of 16 per cent. in the last decade. That of the six million farms one-third of them were changing hands about every year and a half, making it impossible to have any progressive, stable life in the country.

The United States was becoming an emigrant nation, about 250,000 farmers were crossing over to Canada each year, and we no longer received the best populations of Europe as they were not emigrating as formerly.

Dr. Johnson then described the conditions which the American Commission for the study of Agricultural Co-operation had found in their investigation of three months in 18 European countries. Good agriculture everywhere, the rate of production much higher than in the United States; methods of distribution which brought the European farmer better returns for his work than the American farmer received; and systems of credit which enabled even the smallest farmer to borrow at low rates of interest all the money he needed for productive purposes.

She explained that these conditions had been brought about by co-operation. The word "co-operation" having a technical meaning in Europe, and signifying an organization for business purposes of a purely democratic type, one man, one vote, no matter how much capital stock the man owned; an organization in which profits were distributed to those doing business according to the amount of business done; and from which employees and the community itself received a fair share of the profits, on the ground that they were contributing factors to its success. That this method of doing business, so different from our soulless joint stock corporations, had made love of one's neighbor a good business asset.

Dr. Johnson said that these co-operative enterprises which had lifted the rural districts of European countries from poverty and ignorance to affluence and a high degree of intelligence had been organized and lead by the local leaders of the communities, usually the school teacher, the pastor, or the priest. The results of co-operation were showing themselves not only in better agriculture and better business, but also in better living. The motto of co-operation, "Each for all and all for each" had been adopted by every country of Europe, and communities were working together for social and moral uplift. In Ireland, jails were being turned into school houses, no drinking man could belong to a co-operative organization. "Peoples Houses" with their halls for recreation or religious worship, used equally by Protestants and Catholics; with their libraries, with their co-operative stores, credit unions, and restaurants and surrounded by the community playgrounds were the centres of a vigorous and progressive life in the country.



Dr. Johnson then explained that the difficulty in the upbuilding of country life in the United States lay in securing leaders. That only about 2 per cent. of the country clergy lived in the country. Usually they had their homes in the towns, where their families could enjoy better advantages, and they went out on Sunday to the country to preach, often having two or more charges. That our country school teacher was usually a young woman who taught for six or seven months during the year and rarely remained in a district more than two years. The remedy suggested for these conditions was the co-ordinating of the agencies now working in the rural districts, in using and developing the tax paid agencies of the departments of education, agriculture and health, and in having all voluntary

organizations heartily co-operate with them.

The "teacherage" advocated by Dr. P. P. Claxton, U. S. Commissioner of Education, might become a social settlement where might be grouped the teacher who lived in the community and whose school, practically never closed, laid hold upon life and taught anybody anything which vitalized life; the agent of the Department of Agriculture, who organized the canning and garden clubs; the rural nurse, who strove to prevent disease by teaching hygiene and sanitation; the social worker of the Christian Association, who taught morals through recreation. Such a group of young women, or of men and women, drawn from the community itself, but trained along special lines for special service would lead the people in every effort to better their conditions.

### Opinions of Noted Citizen on Value of Work

WITHOUT industry there would have been no civilization. It is equally true that without the capacity to do things with his hands no man can be said to be truly educated, so intimately is the use of the hand bound up with all our higher nature. He may be a perfect mine of information, he may be a walking encyclopedia of knowledge and yet if he has never in all his life learned to do things with his hands he is in so far out of adjustment with the life of his race and lacking in the fullest education.

The old New England home with its constant round of chores and other household duties for boys and girls furnished a part of the education of a virile and forceful race, which is only now beginning to be realized.

It is said that among the ancient Hebrews it was the universal practice for every boy to be taught a trade, no matter what his condition in life might be. If that is true, it was a recognition on the part of the wise men of

old, not only that it is well to give an economic basis to every life but that also out of the springs of industry arise the elements of character which make strong-willed and effective men and women. The child of wealth and great privilege is none the less than the child of poverty deprived of his birth-right if his education omits such prolonged training in the intelligent use of his hands. It is not too much to say that some of the well-known problems of the very rich in our country are related, in part, at least, to the failure of children born with the advantages and the disadvantages of wealth to acquire such training. Nature is no respecter of persons. A child is a child whether born in a palace or in a hovel and he must live the life which a thousand generations of human development has made irrevocably his portion.

MR. H. C. MORRISON,  
Superintendent of Schools,  
New Hampshire.

## Community Co-operation in Education

Address of Edward J. Ward—Wisconsin State Adviser in Social Centre Development

The race began to be human, that is, civilization began, when men and women united and remained together for the education of the child. It was not the breeding of the offspring that furnished the basis of the human family. Brutes breed. It was the long infancy of the human child, whose helplessness and whose marvellous educability required the man and the woman to stay together for its sake. It was the common equal association of men and women upon the common ground and under the common roof consecrated by the unfoldment and the training of childhood, which taught the first lessons in mutual consideration, and care for another; it was the uniting effort, and the planning together for this primary group whose centre was the place of the child's education that taught the first lessons in co-operation, with which all human progress began. It was when men and women united in this little dual society whose citadel was the sacred ground of the divinest common interest, that the *home* spirit was born. Out of that primitive family group in widening circles the clan and the tribe came to be, and from that family rootage grew the old patriarchal forms of government. And the family remains, shall ever remain, the unit group.

In the past century a tremendous change has come. Before, the greater part of all our life was spent within the circle of the household. There were carried on the industries and the arts. There, food was prepared, and covering. There, too, were found the occupations of leisure, our culture, and our play. And because, through our association together upon the common ground of the child's education there, we had learned to think and feel and enjoy in terms of the welfare of this little group within whose circle our lives were spent, the activities which

we carried on, the industries and the arts, the culture and the play, were humanized.

Now, all this is changed. Out from the little household circle have gone the preparation of food, the carding of wool, the spinning, weaving, and fashioning of cloth, the making and using of tools, out into the larger circle of the neighborhood, into the street and the shop, the factory and the store. These activities are now carried on, not in the spirit of mutual consideration, not with the motive of unselfishness, not with the consciousness of joy in service, but in an atmosphere whose law is that of the brute—pretense, suspicion, fear, deception, exploitation, dog-eat-dog, caveat emptor.

Why?

It is not that, in our dealings with each other in this wider circle where now our work and play is chiefly done, we lack the precepts of a human way, the guidance of the preached ideal. It is simply that we have not yet learned to adjust our group sense to the wider circle in which our lives are now spent. It is simply that we have not yet learned to desire, each for all, and all for each, in terms of the larger group. We have a little family-size, "me and my wife, my son John and his wife, us four and no more," range of group feeling to cover a circle of living which has widened far beyond the household area. It is like trying to cover a square mile with a napkin.

How shall we learn to *feel* our membership in the larger community group in which our work is now done, in which our lives are now lived, as we have learned to *feel* our membership in the little household group? How shall we come really to identify our interest with the common interest of this larger group? How shall we come to sink, not as sacrifice, but as fulfilment of ourselves, our individual ambitions in the larger good of the

community? How shall the home-spirit be expended, widened to humanize our relationship to other members of this wider company?

All of our legal development tends to fix restraints upon us in our dealings with each other, to enforce honest exchange, to protect "rights" and to prevent infringements. This iron framework of compulsory order seems to be necessary. But, a society which engages men to patrol its ways, to keep its members in order with clubs, has not begun to find itself. All our education tends to widen our intellectual comprehension of our membership in this larger group, and so to develop our capacity to *think* in terms of the wider circle of our association. At the best this intellectual nexus, coming as it does, largely by way of the printed page, is mediate. No person ever lived who could express himself by writing, or who, by being described or reported, could be fully made known to another. When, for instance, we read the writings or the reported speeches of Lincoln, or the stories about him, does not our reading, instead of satisfying, increase the wish that we might have known him, that is, met him frequently face to face, and heard him speak?

"There can be no *life* in a community so long as its parts are segregated and separated," said Governor Wilson, at the First National Conference on Social Centre Development. "It is just as if you separated the organs of the human body and then expected them to produce life. . . . I know that a great emphasis is put upon the mind in our day, and as a university man, I should perhaps not challenge the supremacy of the intellect, but I have never been convinced that mind was really monarch in our day, or in any day that I have yet heard of. What really controls our actions is feeling." How shall we learn not only to prevent our harming each other, and not only to think clearly in terms of our membership in this widened association, but to feel, to suffer and enjoy, in terms of the

larger circle of the community, as we have learned to feel in terms of the unit family?

The ready, practical, convenient answer lies in our using as a point of focused contact the common place which, in the midst of the community, has the same character as had that first centre of interest which united us in the little group, where, in the unit family, the feeling of home first came to be.

This is the marvellous social significance of the public schoolhouse in each community. It is as though the members of all the little unit families had said: "The home, the little unit home, was made by the association of adults at the place of the education of the child. The capacity for mutuality was latent in the man and the woman until they associated at this place, in this atmosphere. In the larger community, the capacity for genuine fellow-feeling is latent in each member. We will unite to establish in the centre of this larger group that interest (that which is between) which gave each home its unity, and, gathering there, we members of the larger group shall find our unity, the home-bond, but circling wider." We have, in establishing the public school, joined hands as Pietro and Violante did to

Hold high, keep clean  
Their child's soul, one soul white enough  
for three,  
And lift it to whatsoever star should  
stoop,  
What possible sphere of purer life than  
theirs  
Should come in aid of whiteness.

America, in the public school, has taken the child and set him in the midst as Jesus took the child and set him in the midst. The invigorating atmosphere of the child's unfoldment is the breath of life. The light of the child's presence in the thought of men and women enables them to see. The place of the children's education, at the centre of the neighborhood, has in its freedom from dogma, its democratic foundation, its limitless aspira-

tion, its vital character, not only the most powerful dynamic possibility for molding the future, but in its use by men and women to-day as a centre of equal association, it has in it the certainty of developing that which cannot come by authority or study or precept, the power to feel, to suffer and enjoy, in terms of the membership of neighborhood as we now feel, and suffer and enjoy, in terms of the little household.

We talk of city sentiment, city spirit, the feeling of the city's membership. It is impossibly sudden expansion. We cannot make the leap. The distance is too far, the enlargement of vivid interest is too great, from the little homogeneous household group to the vast heterogeneous circle of the city. We are in the situation of the Scandinavian on the dock, whose brother on the boat cried, "Yump, Ole, you can make it in two yumps." We can make it in *two* jumps. We cannot "stretch our auspices" so far all at once.

To be sure, we may develop a pseudo city-spirit, a hectic town-promotion impatience whose motive is commercial. We may form a civic improvement association (forgetting that "civic" and "political" mean the same thing, *civis* being the Latin form of the Greek *polis*), and we may adopt a "city beautiful" slogan. We may seek to beautify the ugly, blotched, worry-furrowed face of the community by the methods of the beauty doctor, the resort to cosmetics, rouge, paints, powders, skin-foods and patches, forgetting that social beauty can come only with social health. In our hearts we know that this commercial promotion and this specializing in the superficial are counterfeit. We can never know the genuine spirit of mutual consideration, of high joy in inter-service, out to the wide reach

of the city, until we have found a half-way stepping stone, in an institution of the neighborhood, wherein men and women, associating in the clear atmosphere in which the home spirit was born, have their eyes opened and their hearts freed.

When through such acquaintance in co-operation we have become human, have carried the home spirit to the wideness of the neighborhood, then through the federated interchange and union in the enterprise of politics, with other neighborhoods, we shall gradually push back the horizon of our real interest and fellow understanding to include the city. So, and not otherwise, shall the individual's capacity for identification of interest which now reaches to the limits of the household gain in power till it can include the membership of the city. So we set out on our way to the consciousness of membership in the Association of America, which shall make of it a home-land.

#### Starts Presidents' Fund

It took just five minutes for Mrs. Anna Steese Richardson, of New York, to raise \$260 toward a fund, to be named the "Presidents' fund," for the purpose of bringing the work of the State organizations and the national organization of the Mothers' Congress and Teachers' Association into closer co-operation.

At this session Mrs. Anna Steese Richardson made a strong plea for the establishment of a fund, which should be available to meet the many demands made on the president for extension of the work, and which have up to this time been met by her personally. Great enthusiasm and interest were expressed by the different States, and their promise to establish such a fund augurs well for the more rapid development of the work.



## School Superintendents' Views\*

### SEX PHYSIOLOGY AND HYGIENE—WHAT THE SCHOOLS CAN DO

By C. G. PEARSE

President Milwaukee State Normal School

PERSONALLY I have little doubt that the best way for the schools to teach this subject is not to teach it at all, but for it to be taught elsewhere,—for the most part by the parents in the homes; if not in this way, then by the physician or by the teacher in the church or Sunday school; none of these are constrained by the limitations which hedge about the teachers in public schools. But it is only too true that in a multitude of cases neither the parents at home, nor the physician nor the teachers in the church or school either interest themselves in this vital matter, or if interested, know how to determine what is proper instruction or to give it in a proper and beneficial manner. And so, as in so many other matters concerning the education of children, there is the demand that the public schools shall serve the State.

If any adequate instruction is to be given in the home some instruction in subject matter and in methods of approach must be made available for parents. There is as much need for this instruction and as much hope of benefit from it as there was and still is of necessity and hope of improvement from instruction to farmers in methods of seed selection, and cultivation, and animal husbandry, and dairying. The lectures and classes for parents which some communities have organized, have shown at least one practical method of dealing with this situation, and doubtless other cities and neighborhoods will take up the matter and develop classes for parents and other practical plans for arousing a sense of responsibility for and a fit knowledge to permit wise presentation of the topic to the young people of their families.

In considering what, if anything, can be done at the school, and con-

sidering, naturally the primary grades first the problem is made easier by the fact that little children naturally have little interest or curiosity concerning the subject; and there is no occasion for the teacher to call it to their attention. Only those small children who have been perverted or have lived under abnormal conditions have information or habits likely to cause trouble and in the sweet atmosphere of a well conducted and supervised school there is every tendency for even these little unfortunates to become normal and wholesome. The largest opportunity here lies in the setting of ideals and the formation of desirable habits; a chivalrous care by both boys and girls for those other children who are weaker and have less ability to care for themselves; all these lie easily within the scope of the teachers' influence, without lecturing or preaching or scolding or moralizing; the teacher need give only a caution, a shake of the head, a suggestion and the thing is done. There is little need for explanations; suggestion as to the right thing is here the great power, not discussion of, or enlargement upon, or warning against the incorrect thing.

In grammar grades more children are "wise"; but to talk to pupils of this grade about these matters in any general or promiscuous way is to emulate the example of the farmer and his wife who went to town leaving the children at home but giving it as a parting injunction that the youngsters should not put beans in their noses. The juvenile members of the household had never thought of such a possibility before, but when the parents returned at night, they found the nasal passages of all their offsprings well stuffed with those useful vegetables. Some children bring this contagion to

\* Address at National Department of Superintendence, Richmond, Va.

the school, and it may be necessary for the teacher, or the head of the school to talk plainly and seriously with individuals; but this is a fever which needs to be cooled by absence of the fuel that feeds its fire of suggestive thoughts, and beyond some laying down of rules of conduct for these individuals, with such suggestions of reasons and consequences as individual cases may require, the remedy is to fill the mind with other thoughts and suggest new ideals and worthy achievements to those members of the school who come with minds already tainted.

In these, as in previous grades, the behavior side is the important one. Careful supervision and suitable arrangement of school houses and grounds will make it easy to see that worthy speech and plays and associations fill the time of pupils outside the class room. Mental and social and physical activities and discussions and exercises and games that incite the clean speech and clean thoughts are the best prophylactic. A boy who is helping his mother at home, or young people of this age who are at a well supervised school playground or social centre, will never be arrested for stealing from the corner grocer. The teacher who cares, and who has sense of the finer values can do much to develop in grammar grade boys a chivalrous attitude of speech and behavior towards girls and in the girls that quality of reserve in certain directions which fine women retain. And this is true even if the parents were born in peasants' cottages in Europe. There has been many an honorable and courtly knight of Bohemia or of Poland; and many a high-souled and gracious princess of Italy or Roumania. There seldom lacks something to appeal to, or to kindle enthusiasm and high ideals. These matters of ideal and conduct are particularly important in the grammar grades because of the large numbers who close their education without entering the high school. Among other points of behavior these can properly, perhaps, deal with conduct upon the streets, at

the moving picture shows, in automobile riding. It is not necessary to go into the things which often happen to girls who accept luncheons or other favors from men they meet on the street, or who go to moving picture shows with strangers or with young men their mothers or their own sense of propriety would not approve, or who go riding in a similar manner, and especially to those who ask men who pass in automobiles on the street to take them riding; but the rules which good women who wish to be thought well of set for themselves in these matters can be made plain, and good influence may be exercised upon the lives of many girls who really wish to be right, and who have no one at home to teach them these things. And while the dangers to boys are of different sort, much may be done to give them standards of conduct, in their associations with girls, both with their schoolmates and acquaintances and with girls who are strangers.

When pupils enter the High School there is seldom much need for anatomical or biological facts, though suitably written books may very well be at hand to which to refer students who are found to need such instruction.

But the gymnasium instructor or the athletic coach, either of whom should be qualified for this duty, and for whose opinion on matters relating to bodily vigor the boys are likely to have much respect, has a great field. Boys get from each other, from older men, sometimes, sad to say, from their fathers, much information. But these boys can learn from the men at the high school that continence for men is possible, as it is for women. Boys can learn that continence is not only possible for young men, but is a benefit to them both in the present and for the future. They can learn that practically every man of loose life becomes infected with at least one of two loathsome diseases; that many times these prove incurable; that neither of these diseases is a light matter, but is fraught with grave street dangers, both

to the man and to his family. The boy can be taught that his body is given to him as a trust, first that he may be as happy and useful and effective an individual as possible; second that he may pass on to his descendants good health and clean blood. He can safely be told that thousands of children are to-day walking in blindness because of the sexual immorality of their fathers; and that a large proportion of those wives who go to our hospitals for serious and mutilating surgical operations are sent there as the result of those same loathsome diseases contracted from loose living husbands.

The teacher of physiology or the gymnasium instructor or the coach for the girls can whenever necessary, teach them the things every young woman should know as to her physical being and health, and is there any reason why the girl should not learn the importance of clean blood and freedom from infection on the part of her possible future husband, and her right to demand that he come to her with a clean bill of health? Girls can learn here, too, the importance of vigorous vital organs and strong muscles, especially the importance of strength in those great muscles of the trunk and abdomen which have so vital a duty in future possible maternity. It may not be out of place for them to know the dreadfully large number of women who fail in their great hour, and too often sink into hopeless invalidism because of the impotency of these great muscles. Boys of high school age, if we except the pasty faced cigarette consumers sometimes found in our towns, are generally bursting with life and vitality, and feel within them the pushing of those impulses which lead them to seek the society of girls and, lacking acquired self control are often too free in their conduct and speech. But while they have this trouble, of too great steam pressure with an unregulated "governor" they have also the capacity for high enthusiasm, and this is the time to put up to the boy the importance of

avoiding temptations, and the ideals of chivalry in this association with girls; the fineness of treating every girl as he would wish another fellow to treat his sister, or the girl who may some day be his wife.

High school girls have in them the same surging forces as their brothers and they too, lack balance and control. They may learn here the importance of restraint and the necessity for reserve in speech and manner; they can probably learn here better than elsewhere, if their mothers have not already taught them, the reasons for and the importance of those conventions which our society has established for the regulation of the association of men and women, and especially that of young men and young women; and the importance of avoiding those situations which often make great strain,—sometimes a breaking strain, upon their self control.

In the colleges the matter can be taken up in a scientific way; it is to be assumed that the conduct side has been disposed of before this time. Young men and young women, in separate classes, can go into the biological, the eugenic, the sociological and economic side. All these offer many problems for serious study. The economic waste in money and in health and in the increase of pauperism and crime, the practical remedies in marriage laws, the question of suppression as against the segregation or regulation of the social evil; and many others. It is increasingly important that these underlying principles be studied for more and more these questions will come up for legislative action; and men, and women also, for they will soon be voters, must understand these questions and be able to vote wisely. But so far as the elementary schools are concerned, the question is one of conduct and habit; and the duty of those schools is to co-operate with, and re-enforce the teachings of the home, so as to secure the adherence of our boys and girls to worthy ideals and to crystallize conduct into habits based on those ideals.

## THE TEACHING OF SEX HYGIENE IN THE PUBLIC SCHOOLS

By J. W. CARR

I AM opposed to the direct teaching of sex hygiene in the public schools for several reasons.

1. The subject is not suited to *class* instruction for boys and girls of grammar or high school grades. The subject is so intimate and personal, that the teaching should be given to the individual by father or mother, or some other person who is near and dear. This knowledge should be imparted at a time when it is most needed and in a manner which will be most effective. The fact that many parents neglect or are unable to give this instruction is no reason why the schools should undertake the work. There should be a general understanding to the effect that the *school cannot and should not be expected to do all that needs to be done for children. Parents have duties and responsibilities which cannot be delegated to others, and in my opinion, this is one of them.*

2. The teaching of this subject to groups of children inevitably leads to morbidity. If the child is given the proper instruction in regard to sex in the proper way, he regards the knowledge he receives as something sacred. But the mind should not dwell on it, neither should it be regarded as a fit theme for general conversation. The sense of modesty and shame should be developed, which is so important to the morals of children as well as adults.

3. Public sentiment does not and probably will not sanction the direct teaching of sex hygiene in the schools. So far as I have been able to find out,

in no community, either in this country or abroad, has the direct teaching of sex hygiene met with public favor. On the contrary, numerous instances have been published where the attempt to teach it has been unsuccessful. The general result usually has been antagonism between the community and the school, the setting of tongues to wagging, and the stirring up of trouble in general. To such an extent is the public mind wrought up over this subject in some states that bills have been introduced in the legislature prohibiting the teaching of sex hygiene.

What seems to be the sanest and best scheme of sex instruction for the public schools may properly be called a scheme of *indirect instruction*. The atmosphere of the school is clean and wholesome. Purity and cleanliness are stressed. The spirit of chivalry is developed. The will is strengthened. The instinct of shame is guarded. Motor activities such as manual training and vocational occupations are carried on. Strong and abiding interest in things worth while are aroused. Courses are given in the high schools in botany dealing with flowers and fertilization, followed later with courses in biology dealing with the reproduction of lower forms of animal life. Such instruction paves the way to the proper understanding of sex, and such training develops purity and wholesome living. Such instruction and training, I most heartily approve and I believe it will meet public approbation also.

THE brain and the nervous system are the means of receiving and utilizing spiritual forces, and if they are weakened the connection ceases. The spiritual controls the forces on the natural plane. The animal body is organ-

ized by the spiritual life, and that life always flows from the centre to the circumference. The universe is not a chaos but a true cosmos and God is within it all.



# Department of Hygiene

HELEN C. PUTNAM, A.B., M.D., Editor

## ESSENTIALS WE STAND FOR:

ACCURATE VITAL STATISTICS "TO MEASURE EFFORT"

BREAST FEEDING FOR INFANTS

PUPIL HEALTH OFFICERS—LEARNING BY DOING—  
STANDARDIZING CONDITIONS

HOUSE TEMPERATURE NOT EXCEEDING 68° F.

OPEN AIR SLEEPING AND SCHOOLS

SCHOOL GARDENS AND ELEMENTARY BIOLOGY RE-  
QUIRED

TRAINING BOYS AND GIRLS FOR SELF-SUPPORT

EDUCATING MEN AND WOMEN FOR CARE OF THEIR  
CHILDREN

AND SOME OTHER THINGS

## BETWEEN BABYHOOD AND SCHOOL

ALL the children, even the school children, are to be wholly under home care for the next two or three months. How good will the home care be? \*

It will not be nearly as good as it is in some other countries, as is proved by our statistics of child mortality, that are higher than in ten or more other lands. Children would live and be happy if well born and well cared for.

It will not be nearly as good as it should be, as is proved by some recent statistics of bad care of children between school age and their first year of infancy. We have numerous reports of medical inspectors giving us in detail figures showing that more than three-quarters of elementary school children have defects due to ignorance and neglect of their parents. We are beginning to give special attention to babies before they are one year old in our "infant consultations," or "milk stations," or "baby clinics." Now comes Dr. Forsyth of London with facts showing "the wide spread physical deterioration that overtakes children during the first four or five years of life." We have every reason to believe that the facts for this country are not very different, and that parents send their children already in poor condition to the schools. Here is an outline, sometimes in his own words, of what Dr. Forsyth says.

In a district of London called the City of Westminster a Medical Inspection Centre for children under school age (which is five years in England) was opened two years ago. Three hundred seventy-four children, including 131 babies (*i.e.*, under one year), have been examined. Among those

one year old, over two in a hundred (2.6 per cent.) had defective teeth; among those two years old seven times as many (18.1) had bad teeth; among three-year olds thirteen times as many (34.); among four-year olds, twenty-four times as many (63.6). American mothers will remember that in our elementary schools even more have defective teeth, from 70 to 90 per cent., as reported by different inspectors. The older the child, too, the worse is the dental caries—a very serious poisoning of the whole system as well as of parts near-by.

Tonsils among babies were found normal; but in the second year over seven in a hundred children (7.8) had trouble, usually enlarged tonsils; in the third year, twice as many (16.9); in the fourth year, three times as many (24.); in the fifth year 26.9 per cent. In our schools, as mothers know, even more children are reported with enlarged tonsils, 30 per cent., 40 per cent., and higher—injuring health by interfering with development of lungs, and by increasing susceptibility to various diseases.

Adenoids were found in one or two babies in every hundred (1.5); in seven times as many children in their second year (10.4); in fifteen times as many in their third year (22.9); twenty-five times as many in their fourth year (38.); in the fifth year 33.3 per cent. had adenoids. Adenoids, also, affect breathing capacity, sometimes interfere with hearing and vision, or cause headaches and mental dullness. American mothers have heard a great deal about them during the last ten years.

\* Alas! I am forgetting our millions of little wage earners!

Large numbers of children like these in the City of Westminster, healthy at birth so far as can be seen, within five years become physically defective pupils in the public schools. In the schools medical inspection tries to do under difficulties what should have been done two or three or four years before. Many cases could have been prevented. Others could have been cured, and the cost would have been less in money as well as in vitality of the child, which has been handicapped by the delay.

What shall we do about it? There are two (or more) answers. The first one comes in an earnest new demand from all our land that government (and we are the government over here) shall provide free public instruction for home-makers in care of children.

The second answer is offered by Dr. Forsyth's report of the two years' work of their Medical Inspection Centre. With the co-operation of the Public Health authorities information is received of all births recorded (but we are disgraced by not having even fairly good birth registration—something for mothers to insist on). The Centre's health visitors thus can get in touch with any home where there is a new baby. The mother who is visited is invited to bring her baby to the Centre for examination every week to see that it is in good condition, and to learn how to keep it so. Here is the chance to teach ignorant mothers about feeding, washing and dressing the baby. She is invited, now, to bring her other little children, up to five years, and they are cared for after the same plan. If any of them are ill or need medical attention, arrangements are made for suitable treatment either by a physician, or at a hospital or dispensary. The Centre looks after keeping them well.

In this way the Centre is getting hold of every child under school age. The idea is by these means to keep every child under medical (or health) supervision from the time it is born until its fifth year, and then to hand it

over sound and healthy to the school authorities, together with a health record of the facts of its life for the school doctor.

Dr. Forsyth adds that the problem of the defective child is largely the problem of the child under school age. Mothers should think of this. He thinks it will not be solved without medical supervision from birth to school years, *and intelligent mothers* (why not intelligent fathers also?).

And the next two or three months! The first thing some think of, of course, is playgrounds. But that is not half of it. Play all the time is a bore; and playground play is not as interesting as home play, if sensible mothers see to it. This is the opportunity to interest children in making home homey with little gardens; in "helping mother" and then going with her on refreshing excursions—quite as needed for her as for them; in getting acquainted with father—or fathers getting acquainted with them, after the day's work and on Sundays. It is the time to read a few—not many—books that the children's librarian will suggest—and it is the time for mothers to provide good, not foolish, misleading stories. Fill every minute with activities of mind and body, leave none idle, until early bedtime comes, to be followed by early rising for the most delightful part of summer days, from six to nine o'clock in the morning.

When these simple joys seem impossible for a child, then all the intelligence one has needs to be directed to making them possible, for they are only the rights of every child. The "busier" the vacation is, out of doors, the better will be teeth, tonsils, adenoids and some other health details when schools open next fall. Mothers should refresh their memories about home care of children by reading again the *MAGAZINE* series of 1909-1910 (now in "School Janitors, Mothers and Health" which the Washington Office can supply), and the other on "Children's Gardens and Life" in the *MAGAZINE* last year.

## Makers of the Flag

THE Department of the Interior of the United States Government includes many bureaus covering many lines of service.

Nearly two thousand men and women are employed in this branch of Government Service. Hon. Franklin J. Lane is the Secretary of the Department.

Flag Day was celebrated by the em-

This morning, as I passed into the Land Office, The Flag dropped me a most cordial salutation, and from its rippling folds I heard it say: "Good morning, Mr. Flag Maker."

"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army. I am only a government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice; "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter; whichever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag Maker."

I was about to pass on, when The Flag stopped me with these words:

"Yesterday the President spoke a word that made happier the future of ten millions peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the Corn Club prize this summer.

"Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night, to give her boy an education. She, too, is making the flag.

"Yesterday we made a new law to

ployees of the Department of the Interior.

On that day Secretary Lane made an address, which we herewith give to our readers. It expresses the Individual responsibility of each citizen for making the country in a manner that appeals to child or man.

prevent financial panics, and yesterday, maybe, a school-teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag."

"But," I said impatiently, "these people were only working."

Then came a great shout from The Flag:

"The work that we do is the making of the flag.

"I am not the flag; not at all. I am but its shadow.

"I am whatever you make me, nothing more.

"I am your belief in yourself, your dream of what a People may become.

"I live a changing life, a life of moods and passions, of heartbreaks and tired muscles.

"Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly.

"Sometimes I droop, for then purpose has gone from me, and cynically I play the coward.

"Sometimes I am loud, garish and full of that ego that blasts judgment.

"But always I am all that you hope to be, and have the courage to try for.

"I am song and fear, struggle and panic, and ennobling hope.

"I am the day's work of the weakest man, and the largest dream of the most daring.

"I am the Constitution and the courts, statutes and the statute makers, soldier and dreadnaught, drayman and street sweep, cook, counsellor, and clerk.

"I am the battle of yesterday, and the mistake of to-morrow.

"I am the mystery of the men who do without knowing why.

"I am the clutch of an idea, and the reasoned purpose of resolution.

"I am no more than what you believe me to be and I am all that you believe I can be.

"I am what you make me, nothing more.

"I swing before your eyes as a

bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and my stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making."

### Making Young Citizens

THE Civic Club of Philadelphia, a woman's organization, has a department for the extension of good citizenship among the school children. A visitor addresses the school once a month, and emphasizes one or more of the following rules of the good citizenship leagues:

Do not throw any paper on the street.

Do not throw down any fruit or fruit skins.

Do not throw down any rubbish.

Do not hurt any property.

Observe all city ordinances.

The "talks" are often made the subjects of written school exercises. The following was recently handed in by a boy of ten, prepared on the topic

#### "NOW CAN I HELP MY CITY?"

"I can help to keep the streets clean. I do not hop wagons or cars. I can help the old.—Do not throw down any rubbish and be kind and true.—Three things we can do to make our city better; they are, keep the streets clean, throw fruit-skins in the garbage-can, and stop the boys from knocking ash-cans over.—We can help our city by not spitting on the pavement.—Don't upset the ash-boxes.—We should not throw down apple-cores or anything like that.—Do not throw down any paper or garbage.—Do not expectorate on the sidewalk, as it spreads disease.—To help the city is to keep it clean.—We can help the city by telling the ashmen not to throw the boxes around the streets.—We can also help

the city by picking up cans.—We can also tell the little children not to mark upon the bricks.—Do not cut the trees.—Do not throw snowballs at houses.—Do not hop wagons.—We should all be good.—We should all be brave.—Tell the boys not to cut the trees.—Do not talk in school.—Have cans to put rubbish in.—Children, throw rubbish in cans, not on the sidewalk.—Do not throw stones or break windows.—Do not make fires in the street.—Ways to make the city better are to have the streets and alleys kept clean. To keep the streets in good repair. To abolish all grade-crossings.—To tie the papers in a bundle.—Three ways to make the city look better—clean streets and plant trees on the sunny side of the street and more playgrounds.—Do not mark houses with chalk.—Plant trees along all streets; make beautiful parks and squares through the city.—Good behavior on the street.—Tell bad boys to stop dumping ash-cans and tell boys and girls not to write on buildings.—Do not go through any ash-cans.—Do not destroy property by marking walls or striking matches on newly painted buildings and houses.—I will pick glass out of the street, so that horses will not cut their feet.—We must sweep our pavement after the ashmen go away from our street.—Do not waste the water.—If eating oranges on the streets, put the skins in your pocket.—If you see a boy scratching on a wall, tell him to stop it.—Keep the school-yard clean.—Do not make slides.—Do not throw snowballs at people."



## Educational Notes

FROM THE BUREAU OF EDUCATION

MONTESSORI AND THE KINDERGARTEN

MISS ELIZABETH HARRISON, of the National Kindergarten College, Chicago, Ill., was a member of the class in Montessori work under Madam Montessori's direct instruction, held in Rome last year. At the request of this Bureau she has prepared a careful analysis of Dr. Montessori's work with special reference to the kindergarten. She sums up as follows:

*Physically:* Dr. Montessori has organized definite gymnastics for the muscular development of the child, basing the same on their relationship to the nervous system, but so far has introduced no dramatic play.

Froebel would have all bodily exercise done under the stimulus of play, leaving the definite muscular development to the body's response to the demand of the dramatic instinct of the child. The two methods can easily be united to the betterment of the child.

*Psychologically:* Although Dr. Montessori claims that the unfolding of the child's inner life should be the chief aim of education, she frankly confesses that she knows no other way to deal with this spiritual life than definitely to train the senses. She says, "The content of our mind is made up of what we take materially from our surroundings by means of sensation." Therefore she emphasizes sense-impressions but ignores the processes of apperception, memory and imagination, by means of which the mind, itself, makes use of these sense-impressions for its own development. She leaves these important activities of the Ego undirected and uncorrected by the teacher, although often directed and interfered with by the other children.

Froebel, in all his writings, insists also upon the importance of clear sense-impression, but he then shows how each new sense-impression should be correlated, by the mind, with the

knowledge already acquired, else the growth of the mind will be confused and hampered by unorganized impressions. He thus emphasizes the energies of the mind as inborn, acting upon the material brought it by means of the senses rather than as something built up from the outside world through sense-impressions.

*Pedagogically:* Dr. Montessori confines her "didactic material" to geometric impressions and utilitarian purposes.

Although his play-gifts are also geometric and the child's attention is sometimes called to the mathematical qualities of his material, Froebel's materials are created more for the purpose of satisfying the child's instinctive desire to take to pieces and put together all materials that come into his hands; in other words, to learn of dimension, form, weight, etc., more through creative play than by direct dictation.

*Socially:* Dr. Montessori would have the child learn his social relations through the actual experiences in the classroom and on the playground.

Froebel would have these experiences strengthened by dramatic play, stories and songs which portray the social life of mankind and its interdependence.

*Spiritually:* Dr. Montessori is very devout in her attitude toward the spiritual life of the child; she says, "In comparison to this realm all the rest is as nothing." Yet she acknowledges that it is a subject so complex and so deep that she scarcely dares touch upon it, and admits that it is to her as yet a vague, unsolved problem.

Froebel believed that there is a spiritual law of development as definite as the physical law of development, and that each child comes into the world with an inborn spiritual self

which the senses do not reveal to us, but which nevertheless is self-evident and must be recognized and developed according to this law. Although he urged the study of the individual temperament, disposition and talents of each child he believed that all should come under this spiritual law of unification; because by means of it each human being learns to submit to the laws of nature, to harmonize his relations with his fellowman and to rationalize his conception of the Divine. Froebel created his play-material and selected and rearranged his play-circle out of the mass of objects and activities which the world offers, in order that

the child might see in his play-tools the geometric forms that unite all forms, and feel in his dramatic games the social relationships which unite all mankind, and learn by means of his stories, songs and morning talks with his teacher that "this unity is God" and that "all things come from God and have their origin in the Divine Unity, in God alone."

Many kindergartners seem to have forgotten to keep in mind these two needs of the child, the individual and the universal, hence Dr. Montessori's appeal for the first came like a clarion call to many parents.

### Use and Abuse

AGAIN have come the melancholy days of the final examination. To pass from the last year of the grades across the border land into the twilight zone of the high school is an important step,—more important even many times to the powers that be than to the pupils themselves. Indeed we shall find some schools in which the teacher who does not "pass" practically all class members is considered incompetent by superintendent and parents alike. And, elsewhere, forsooth, both teachers and principals boast that a large percentage of their pupils cannot pass the finals. This argues, say they, that the course is stiff, the standards high, the school efficient.

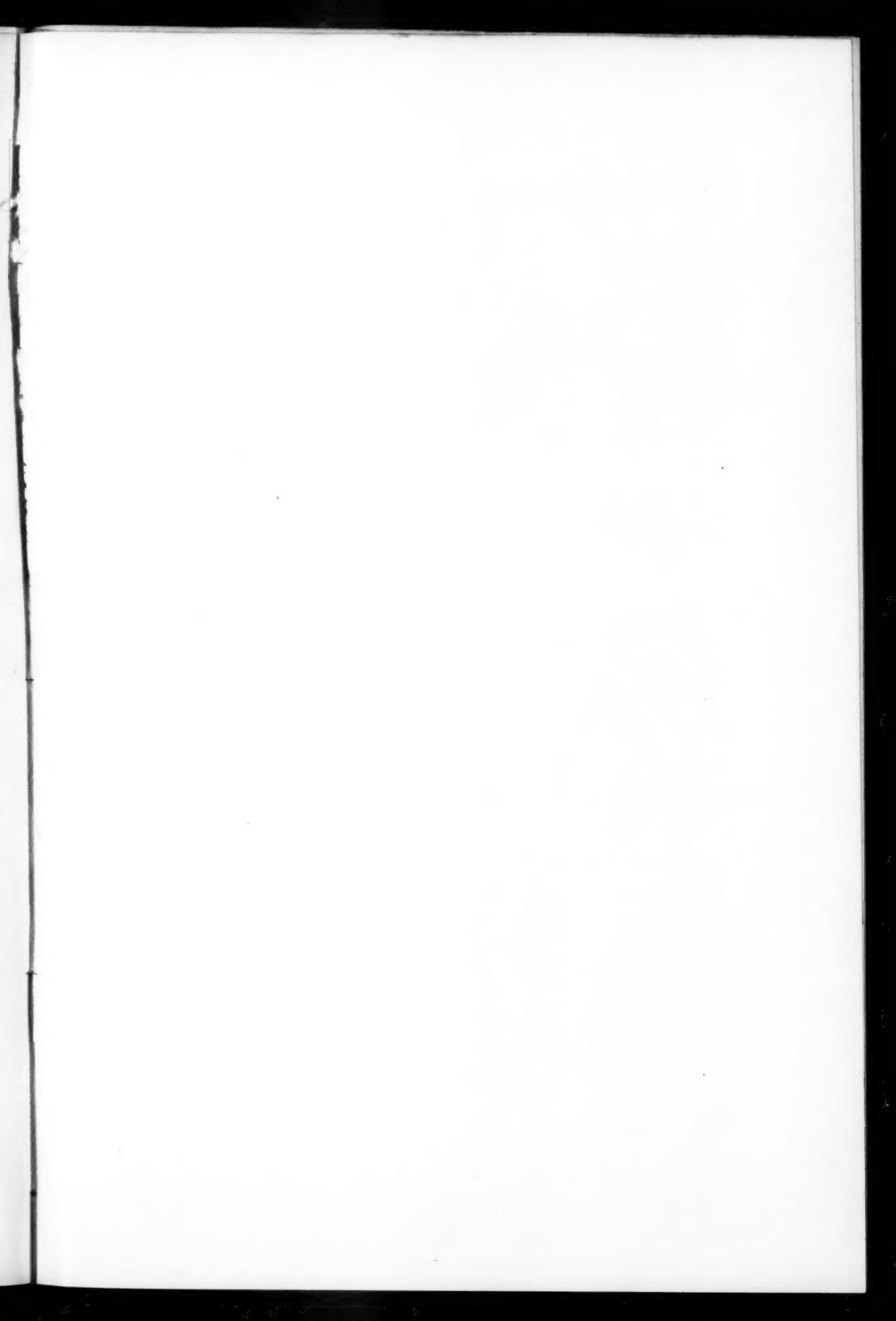
Not long since a number of teachers of a certain school were excused from the county institute (and this was vacation time for the pupils) that they might meet their classes for review work, preparatory to the examination. Why not, to be sure! Isn't the intellectual value of an examination paramount to the physical value to come from a few days in the open? And

speaking in terms of culture, where are the moral and spiritual foundations laid?

Examinations have their place, but to rest the results of a year's work on a final examination is childish, unprofessional, educationally criminal. To be sure some pupils should not be advanced, but this fact should be known before the closing days of the term. These eleventh-hour conversions and failures—but stop! Are there any real failures?

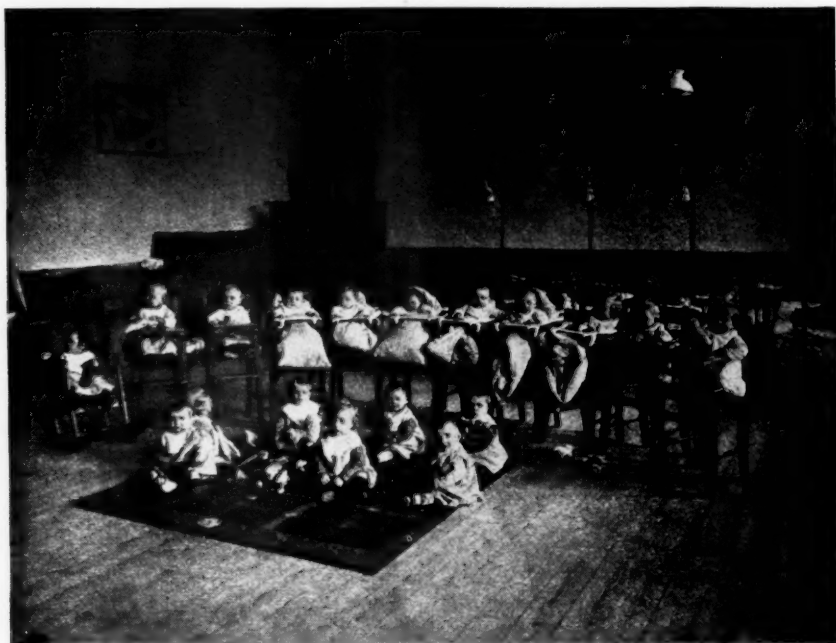
While the play of young people must receive proper direction, this direction should not degenerate into dictation. This will rob the boys and girls of the power of initiative, of leadership, of spontaneity and individuality. If older heads take the work out of the hands of the children, and themselves become the leaders, the recreation will develop into physical exercise merely and not the best physical exercise at that. Teachers and supervisors should be advisers and councillors and allow, in so far as possible, the children to manage their own games and plays.

—*Exchange.*





THE KINDERGARTEN IN PRAGUE. BOHEMIA IN AUSTRIA



THE INSTITUTION FOR CHILDREN FROM 6 WEEKS TO 1 1/2 YEARS IN PRAGUE

The Kindergartens in Prague are not a part of the school system but are charitable institutions for poor children. The friends of the Kindergarten are working to have it made a part of the school system and for its improvement in administration.

Ida Yarmkooa



# Kindergarten News

## PETITION FOR KINDERGARTENS IN CALIFORNIA\*

To the Honorable Board of Education or Board of School-Trustees, City or Town of.....County of ..... State of California.

We the undersigned parents or guardians of 25 or more children, between the ages of 4½ and 6 years, residing within a mile of an elementary school building, respectfully petition your honorable Board to establish and maintain\* a kindergarten in ..... School, for the instruction of our said Children.

NAME .....

ADDRESS .....

NUMBER OF CHILDREN .....

RESOLUTION PASSED AT ANNUAL CONVENTION OF CALIFORNIA FEDERATION OF WOMEN'S CLUBS, RIVERSIDE, APRIL, 1914.

*Whereas:* The recent law, framed by the legislative committee of the California Congress of Mothers, and passed by the State Legislature whereby the board of education of every city, city and county, or the board of school trustees of every school district in this state, shall, upon petition of the parents or guardians of 25 or more children, between the ages of 4½ and 6 years, residing within one mile of an elementary school building, situated in such city, city and county or school district, establish and maintain a kindergarten or kindergartens provided that such kindergarten or kindergartens shall be established only between the first day of June and the first day of August in any year.

*Be it therefore Resolved:* That the State Federation of Women's Clubs, through its educational Committee in each club, undertake a special campaign to increase the number of kindergartens in public schools, throughout the State.

RESOLUTION PASSED AT ANNUAL CONVENTION OF CALIFORNIA CONGRESS OF MOTHERS, PASADENA, MAY, 1914.

*Whereas:* The California Congress of Mothers was instrumental in having the Kindergarten Bill passed by the State Legislature of 1913, whereby in any city, city or county, upon the petition of the parents or guardians of 25 or more children, between 4½ and 6 years, living within one mile of an elementary school building, the board of education, or board of school trustees must establish a kindergarten or kindergartens, provided such kindergarten shall be established between June 1 and Aug. 1, in any year, in order that the proper appropriations may be made to carry on this work.

*Whereas:* The leading educators of the day consider kindergarten training one of the most important departments of education and

*Whereas:* We recognize and appreciate the systematic, scientific and efficient work of our kindergarten department.

*Therefore be it Resolved:* That the California Congress of Mothers, through the Parent-Teacher Association make a special effort, wherever considered practicable by the local school authorities and our State Kindergarten Committee, to have petitions signed in order to establish kindergartens.

\*The above form of petition is suggested for the use of any mothers in California who live where there is no Kindergarten in connection with the public school system, with the recommendation that the opportunity given under the law just enacted be used wherever no Kindergarten is supplied.

## Program for Parent-Teacher Associations for August

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of highest value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

### **FIRST TOPIC (To be read by one member).**

PRESIDENT'S DESK.

MAKERS OF THE FLAG.

SCHOOL SUPERINTENDENT'S VIEWS ON TEACHING SEX PHYSIOLOGY.

### **SECOND TOPIC (To be assigned to another member).**

Information culled from Report of The Third International Congress on the Welfare of the Child and State News.

### **THIRD TOPIC (To be assigned to third member).**

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

The National Congress of Mothers and Parent-Teacher Associations also offers a series of Loan Papers for program use. They are type-written. Each series may be kept for the season. The cost is \$2.00. The papers may be assigned to a different member of the association for each meeting. They have been selected to meet the needs of parents and teachers in dealing with problems of child life at different stages of its development. Send to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D. C.

A list of 25 books suitable for use of parents will be sent to those who desire it. A Circle of 25 members can have a valuable circulating library if each member can buy just one book or these books may often be secured from the Library.

## A Girl's Mannerisms

IF girls realized how utterly their charm can be spoiled by mannerisms and absurd little habits of facial expression and tricks of voice and gesture they would be more careful about forming them.

The average girl apparently fails to recognize them as absurdities, nor is she conscious of their disastrous effect upon her attractiveness since she spares no amount of pain to acquire them.

And the strange part of it is that she selects these little tricks without the slightest regard to her own personality. The odd lifting of a brow, the quizzical drooping of a mouth, the petulant shrug of a shoulder may suit excellently a certain girl's personality, but its unsuitability to another girl stamps it at once as grotesque.

One sees only too frequently a whole school or set of girls swept by the same ridiculous mannerism or absurdity of speech. Some particular girl has an individual trick of manner that adds piquancy, perhaps, to her charm. Other girls discover it, and immediately it sweeps the school with the virulence of a forest fire.

The girl who originally owned it may have been as slender as a young birch and as piquant as a Japanese, and her little mannerism, whatever it was, may have suited her to perfection, but is that any reason why her best friend and every other girl in her set should pounce upon it and imitate it until it becomes a horror to one's family and friends.

Admit that it may be attractive to the point of distraction in the slender girl, does that justify the overly robust and luxuriantly molded young person in acquiring it without any consideration of its suitability to her individuality?

Girls in the formative period of their lives possess powers of imitation that would put to shame the cleverest monkey, and their rather sheep-like propensities make one wonder when and how they will ever manage to develop a personality and burst forth

into delightful women. That they frequently do manage to accomplish this herculean task is an astounding fact, which only goes to prove their possibilities.

Yet in spite of the comforting knowledge that the majority of them will eventually accomplish this seemingly impossible feat, mothers are apt to spend many hours of discouragement while their girls are still in school and exposed to all sorts of silly mannerisms and fads which are as contagious as influenza.

Unfortunately, mothers are apt to be afraid of originality in their daughters—"There, now," said one of these, as she bade her daughter good-bye on her first visit to a school friend in a large city, "do try to be just like other girls. Don't let these friends know how odd and independent you are"—a better advice would have been:

Every girl should strive to be herself. Imitation is always tiresome and frequently dangerous in the hands of youth. Once the imitative faculty fastens itself upon you there is no telling to what lengths it may carry you, for it does not always stop with the acquisition of numberless absurdities of manner and speech, which are utterly foreign to your individuality. It frequently drives you into habits of thought and conduct with which the real you has nothing in common, and you find yourself in the curious and unsatisfactory position of building your personality and character upon the foundations of others.

And how absurd that is. You are an individual, with thoughts and ideals and peculiarities distinctly your own. Then why mold yourself on another person's pattern? Develop along your own lines; discover your own charms and attractions and use them.

You will find yourself more interesting than if you imitated other girls' oddities of manner and cleverness of thought. Originality is one of the most refreshing traits that a girl can possess. The imitative faculty has killed many a girl's charm.—*Exchange.*

## Daughters Of Aliens

ONE of the most troublesome problems of this country is the children of our foreign born. The rigid family discipline of the old world cannot be maintained here. The youngsters' mastery of our tongue while the parents may never achieve it, gives them an importance which is not healthful, and an unlimited opportunity to deceive their elders. They soon take the direction of family affairs into their own hands. We have all heard the illustrative story of the boy who resented his father's whipping because he wouldn't be "licked by a foreigner."

Some recent investigations in Chicago among the residents of the stockyard district reveal the attitude of the girl to her new environment.

Five hundred girls were selected from whom might be obtained fairly accurate information. Without exception they represent the prevailing type apart from the historical background of their parents—the first generation in America—struggling to keep up with the American standards and making every effort to avoid being classed as "foreigners." Concerning these new citizens the investigator says:

"Alma is a good girl," the Polish mother says. "She brings home all her money, but she goes out where she pleases nights and Sundays and we can't follow."

Ninety per cent. of the parents in the stockyards neighborhood of Chicago admit that they have as little control as this over their daughters. Many fiercely condemn "the American life," which makes such insubordination possible.

The dominant educational standard of the neighborhood is the minimum legal requirement of the state, accepted with little protest by the majority, for the people as a whole are essentially a law-abiding people. The reasons for this attitude, however, are various. Among hard-headed peasants, for example, there is the traditional feeling that education is a luxury. Polish parents who owned a three-story tenement from which they were collecting \$60 a month rent placed their 14-year-old girl in a factory at \$3 a week, not because they were pressed for money, but because in the natural order of things she was destined to marry a Polish working man and it would be very unwise to unfit her for that position by giving her "the education of a Yankee."

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### A Questioning Child

Oh run away—I cannot find  
What secrets bring the rushing wind!  
Oh bother not—I cannot tell  
Why flowers grow within the dell!  
Oh little child, why ask of me  
The meaning of the deep, dark sea,  
The world and all its mystery?

Before the gale the clouds blow high,  
Like merry witches riding by—  
You see that they are casting still  
Their shades across the distant hill.  
Oh trouble not, but laugh and run  
Beneath the shadows in the sun—  
Go find your answers, little one!

O. C. ULMER,  
Laredo, Texas.



## Aims and Purposes of National Congress of Mothers

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may co-operate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to co-operate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

## EDUCATIONAL COMMITTEE

Dr. M. V. O'SHEA, Madison, Wis.  
Mrs. ORVILLE T. BRIGHT, 6515 Harvard Ave.,  
Chicago, Ill., Vice-Chairman.  
Miss GERTRUDE VAN HOESEN, Chicago Uni-  
versity.  
Prof. A. CASWELL ELLIS, Houston, Texas.  
Prof. WM. A. McKEEVER, Manhattan, Kansas.  
President H. L. WHITFIELD, Columbus, Miss.  
President E. A. FAIRCHILD, Durham, N. H.

Miss NAOMI NORWORTHY, Columbia Univer-  
sity.  
President ANNA J. McKEAG, Wilson College, Penna.  
Prof. CHARLES McMURRAY, DeKalb, Ill.  
Dr. ROBERT N. WILLSON, Philadelphia, Pa.  
Mrs. MARY D. BRADFORD, Kenosha, Wisconsin.  
Prof. EDWARD ST. JOHN, Hartford, Conn.  
Prof. E. A. KIRKPATRICK, Fitchburg, Mass.

## State News

### IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks the attention of every press chairman to the necessity of complying with this rule.

### ANNUAL CONVENTIONS OF STATE BRANCHES NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS.

MASSACHUSETTS, WORCESTER, SECOND WEEK  
IN OCTOBER.

PENNSYLVANIA, LANCASTER, OCTOBER 28,  
29, 30.

NEW JERSEY, ATLANTIC CITY, FIRST WEEK  
IN NOVEMBER.

NEW YORK, BUFFALO, OCTOBER

The Colored Women's National Con-  
gress of Mothers meets this year at  
Muskogee, Oklahoma, August 20-23.

## What is State News?

CHILD-WELFARE MAGAZINE asks for reports of work accomplished from every circle or association in membership. In writing to the MAGAZINE please remember that news of nation-wide interest must tell of work actually accomplished. It is the work, and not those who do it, which should be made most prominent.

If there are conditions and needs which are problems, send those in the news given. Others may have solved the problems which are troubling you.

The MAGAZINE invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

## Rural Parent-Teacher Associations

The CHILD-WELFARE MAGAZINE is especially interested in making rural conditions better through improvement in schools, in surroundings of schools and towns, decorations in the schools, establishing libraries, conserving health, and improving sanitary conditions. All this may be accomplished through the work of a well-organized, active parent-teacher association. There are many which are doing valuable work and an account of what they have accomplished is an inspiration and help to those just beginning the work.

The CHILD-WELFARE MAGAZINE requests all parent-teacher associations which have done something of real value to send an account of it to the MAGAZINE for publication.

### CALIFORNIA

**President Rowell's Annual Address—  
University Extension Courses—Los  
Angeles Parent-Teacher Associations**

#### BECOMING SYSTEMATIZED

The department work is becoming more and more systematized. Your president would recommend that in future state chairmen keep in close touch with national chairmen, following as nearly as practicable their outlines and suggestions. Our own district and federation chairmen should then look to state chairmen for direction.

The national congress has secured for chairmen experts in some departments, and hopes to have for all departments persons especially efficient in their several places.

Miss Bessie Locke, of the United States Bureau of Education and corresponding secretary of the National Kindergarten Association, has been secured as chairman on kindergartens for the national congress. Miss Locke is ready and willing to give us all possible assistance.

A new department of social centers has been established which is timely and important for the Parent-Teacher association is the logical agency for the development of social center work. As national chairman we are fortunate in having E. J. Ward of Wisconsin University, the best-known authority on this movement.

The child hygiene department has taken upon itself the task of saving 100,000 babies in the coming year. With the new national chairman, Mrs. Anna Steese Richardson, a woman of ability and great enthusiasm for the work, and the backing of the Woman's Home Companion, this can be done if every state, district and city will do its share. Of the 300,000 babies under one year that die annually in this country, one-half, it is estimated, could be saved, if mothers could be reached and instructed in proper care of their infants.

To reach them, Better Babies Contests are to be held all over the country.

When a mother has realized that her baby is not up to standard and that its defects can be remedied by proper care, she will be willing to make use of literature that will be furnished by our department or by the home education division of the United States Bureau. This bureau now has a bulletin issued by the United States health service on "The Care of Babies," which will be sent to any mother applying for it. But many mothers will need to be grouped under leadership to read and to be directed. For chairmen of child hygiene it is usually desirable to secure a woman with a medical education, a trained nurse or a kindergartner if possible.

Closely allied with this subject is that of birth registrations. Every state makes its own laws governing registration of births and deaths.

The United States census showed that on April 15, 1910, there were 40,336 children under one year of age in California. There had been registered in that year 3720 deaths of infants under one year, showing that at least 44,056 children had been born. The births registered for that year were 32,138. So at least 11,918 births failed of registration and probably many more.

Proper registration of births and deaths is of "the utmost importance in all questions relating to heredity, legitimacy, property rights and identity." No child labor law is of value unless it rests on a system of birth registration; enforcement of the law regulating the age of consent depends upon an official state record of births.

Your president recommends that the California congress make a study of the registration law of the state, that we enlist the co-operation of other organizations, with a view to securing a model registration law in California, and when secured that we use our efforts to see that it is enforced.

The great demand of associations in this and other states is for more literature. It

was suggested in the national board that as far as possible the national congress print all department literature. The subjects would be handled by authorities, the work of the states would be more uniform than it now is, and money would be saved, for when printing is done in large quantities cost is reduced.

If this be done, some satisfactory scheme must be planned whereby each state shall pay a just share of the expense of the printing, for state dues do not now meet the expenses of the national congress. It was voted unanimously by the national board that express and freight charges on literature be paid by the recipient.

If the Home Education division of the United States bureau is adequately supported we may expect more and more literature to be franked by the government. California's contribution to the fund for maintaining this division was not large this year, but we made a good beginning.

#### CHILD-WELFARE DAY

The States unanimously agreed in national board meeting to make Child-Welfare day the red-letter day of the year. This is February 17, or Founders' day. Every association is asked to observe this day with public exercises, devoting part of the program to a history of the founding of the organization and its aims, and part to some local phase of child-welfare. One object on this day should be the raising of funds for the work, five dollars of which should be sent to the national congress.

In carrying out this suggestion the individual association will gain a clearer understanding of the ideals for which the National Congress of Mothers stands—a broader outlook, a greater sympathy, a wider influence. No better plan than this has yet been suggested. The great movement can not be carried on without adequate funds. In the past the national congress has been financed largely by persons of wealth. When an emergency arises some good friend is appealed to. If we are to be on a self-respecting basis, each association must do its part. To accomplish this each state is to appoint a chairman on finance to co-operate with the national chairman, Mrs. Charles R. Brenton, of Iowa.

The great volume of work accomplished by our associations in the past year will be, in a measure, indicated by the condensed reports which will be given by our district and federation presidents. Your president

believes that the most important work we are doing is that which reaches the mothers of young children and instructs them in the best methods of child nurture. That association is fortunate which has a strong committee on membership made up of women who know the objects of the organization and can present them to parents in a way that will induce them to become members. In the Parent-Teacher association they should receive help in the many problems concerning the physical, mental and moral growth of their children.

But to the mother alone is frequently left that most important problem—the development of the child's spiritual nature. Very little help seems to be offered her from any source. It is recommended that parents in churches form groups for study under the direction of their own pastors. Assistance might be received also from the Religious Education Association. Here is the most neglected field, one that will tax our best energies, but which if cultivated will yield the richest harvest. Shall we emphasize the importance of the physical and material side of life, and neglect the immortal souls of those given into our keeping?

This is said to be the children's age. Several organizations are interested in having a fine child-welfare exhibit at the exposition next year. Your president was appointed chairman of a committee to arrange an exhibit that will show what the National Congress of Mothers is doing for child-welfare. It is important that California should be strongly united to accomplish greater things in the coming year, and be ready with a creditable exhibit of its work.

By vote of the national board of managers the time set for the National Congress of Mothers' conference in San Francisco is the week May 17-24, 1915. May 20 was named as National Congress of Mothers and Parent-Teacher Associations Day at the exposition. The national conference will probably take two days preceding the 20th, and it is suggested that the state convention be held the 21st and 22nd. It is hoped that every association in California will begin at once to plan to send its president to these conferences, and that all our members who intend visiting the exposition will go at this time.

The California Congress of Mothers has now completed fourteen years of service for motherhood and childhood. No pen could write of all the good influences that in these years have been set going in the

world through its various agencies, of the paths made straight, of the loads made light, nor of the happiness and goodness exhibited that shall go on repeating themselves into eternity.

Let us believe more firmly than ever in our organization; let us accept our share of responsibility, not counting any sacrifice we may be able to make; let us do our best work now, for our day will soon pass.

Mrs. W. H. Marston, second vice-president from Berkeley, spoke of the increased comradeship among the mothers since the meeting three years ago in Long Beach and the good that has followed the selection of several state officers from the north. She urged strongly the necessity of co-operation among associations.

Principal J. O. Cross of the high school told the delegates that the school was theirs for the convention, and that any inspection of classes at work would be welcomed.

"I have been greatly interested in the work of the Parent-Teacher associations," said Mr. Cross. "I believe that many questions can be settled better by the home than the school. For instance, the matter of sex education, I believe, should be taken up by the mothers, rather than by the teachers. And the education which the child receives in the home, his larger training, is of more ultimate value than the training of the school.

#### UNIVERSITY EXTENSION WORK

A concise and interesting account of the university extension work being done by the University of California was given by Miss Nadine Crump of Berkeley, who is closely connected with the work. She told of the way in which the work is carried out, and some of the results.

"Our work is divided into various departments," said Miss Crump. "First is the department of instruction, in which instruction is offered either by correspondence, in classes or by lecture courses. Then there is the department of public service, which includes a number of lines of work, not properly teaching.

"A course of study in our instruction department means fifteen assignments of work, given either in class or by correspondence, and the fee is \$5. Whenever fifteen persons, living within a reasonable distance of Berkeley, wish to study the same thing, a class may be formed, and an instructor be sent there as often as the class wishes to meet. Last year we had 1300 correspondence students and 900 en-

rolled in classes. We are doing much work among the prisoners of San Quentin and Folsom, where are confined some men of exceptional mentality, and some of the prisoners are helping us with the work of arranging papers, and other departments of our work.

"One of the things we do is to make out bibliographies on every subject imaginable, showing the books and magazine articles which can be studied and read in reference to any subject. Our bibliographies have been considered unusually complete and helpful.

"Last year 104 courses were open to students, covering practically every subject given in the regular university work.

"One request that we have received lately is for the training of probation officers, so that men and women who take up this important work may be properly prepared for it. We hope to have courses for the people, that will fit them for their positions more adequately, and from the many requests we have received, it would seem that there is an opportunity for this work.

#### EFFECT OF EDUCATION

"The effect of instruction and education in the lessening of crime is tremendous, and it is the aim of this work to bring to all the people of the state the education they need so that no criminal can give as an excuse for remaining uneducated and ignorant, that he could not get the instruction he needed. We believe that if the people of the state were given a chance to receive instruction and become educated, crime would be lessened to a remarkable degree.

"Through some of our work we are training the people to cease being slaves to fashion and senseless habits. We give courses in home economics for the mothers, to enable them to know what they want and to know what to demand. Recently I spent a day in Los Angeles, looking for a simple, plain skirt, and I could scarcely find a thing in which I would risk either my reputation or my life. How long are women going to be slaves to the dictates of fashion? Just as long as they are not given something better and trained in broader lines and wiser ways.

"Our courses are, of course, some of them, purely cultural, but many of them are most practical. Our work in home economics, agriculture, and many other lines, is designed to give to everyone who asks whatever he or she needs in the way of broadening influences and uplifting aid. Some of the letters we receive are touching and almost tragic.



"I am the mother of three bright children," writes one woman, "I never had a chance to go to school and I am ashamed to be so ignorant before my children. Is there any help for me?"

"We want to reach the younger people through the parents, and we want to train the parents in the proper way to teach their children. Take the red light abatement bill, for instance. That is almost locking the door after the horse is stolen. When we have trained the parents to give their girls proper instruction in dress, in hygiene, and every girl has been taught to earn her own living if necessary and not be dependent on being supported, there will be less need of a red light abatement act."

#### LOS ANGELES REPORT

Full of valuable information and suggestions was the report given by Mrs. J. D. Taylor, of the Los Angeles Parent-Teacher Federation, which has 7000 members. Her report in part follows:

"We have 126 associations in good standing, nine delinquent and three have withdrawn. Our membership last year gained 2000.

"Next in importance to the membership committee is the ways and means committee for, of course, we must have funds with which to carry on our work. Instead of the federation giving some large affair as in former years, which meant so much time and hard work for the members, we conceived the idea of asking the high and intermediate schools each to give an entertainment and turn the proceeds over to us. Superintendent Francis cooperated with us most heartily, and letters were written to the different schools. They were glad to be of service to us and the results have been most gratifying.

"The aim of the patriotism committee is to establish co-operation between home and school in instilling into our youth the fact that it is character that counts—not possession, the proper celebration of Independence day, the respect for and display of the flag, the honoring of those who have served their country in time of peace as well as in time of war, and above all, the true measure of the patriotism of women who are happy, faithful mothers.

"Our juvenile court committee was created at the request of Hugh K. Gibson, chief probation officer of Los Angeles County, because we had previously been of much assistance to his office, and he felt a committee on this particular work would do much good. Much preventive work

has been done through the close personal touch, a tender, sympathetic appreciation of the misfortunes of others, and the eager desire to be of real service to the many sad hearts with which the members come in contact. The total number of cases investigated has been 527, homes secured, 15, and many gifts and donations at Christmas time. One investigator has investigated seventeen cases since February 14, and in almost every instance these cases have been kept out of court.

"Our scholarship committee has assisted four children with scholarships and six with car books. Many calls have been received for scholarships, but the limited funds would not permit of more being done.

"Our censorship committee has urged the giving of educational and wholesome pictures, and the eliminating of the undesirable. We have also asked women to observe the age limit of 14 years, and have been successful in removing the undesirable vaudeville features in some districts. Two of the probation officers are looking after the postcard places.

"The work of the emergency committee is the supplying of garments to the needy, for the most part, and nearly 15,000 garments were given out last year, much of the supply being new. At the time of the flood over 800 garments were given out. The two rooms donated by the chamber of commerce are open every Monday with several workers there to give out supplies. From twenty-five to thirty-five cases are handled each week. The committee receives requests for almost everything imaginable—for a doctor, for a position, for money to pay the water bill, etc.

"The home economics committee sent out a large amount of provisions and many gifts at Christmas time, and furnished supplies for the Utah street day nursery.

"At the children's clinic a total of 2001 patients have been treated during the past year. The dental clinic has treated 937 patients; the eye clinic 669 patients; ear, nose and throat, 238; orthopedic, 109; speech, 20; general, 46.

"Two penny kitchens were established during the past year, one at Macy Street and one at Ann Street. The average number of children fed at each of these schools each day is from 200 to 250."

#### HEALTH SUPERVISION

"Health Supervision" was the subject treated by Dr. Ernest B. Hoag, formerly health officer of Pasadena, and now of Long Beach.

**COLORADO**

## COLORADO STATE CONGRESS.

If there is one thing which is better than all others that is done by the Colorado State Congress it is the encouragement and fostering of the spirit of co-operation with other organizations and civic bodies. Much of the usefulness of our Association is the result of this "get-to-gether" feeling which is nourished by our leaders. It invariably spells construction. It is this policy which has convinced the public of our earnestness and purity of purpose, our broad tolerance and has secured for us the most invaluable allies.

It was through such co-operation with the Denver City Council and Chamber of Commerce that the Mothers' Congress was able to do such excellent work in "Clean-up Week."

With Mrs. Harry Wood as the efficient chairman and her capable committees, the children of all school districts were encouraged to clean up their schools and adjacent lots. It was through the stimulus of the three prize pictures offered to the schools who did the best work, that children were sufficiently interested to show their pride in each particular district. It was especially gratifying that the greatest efficiency was evinced in the most congested parts of the city and where the population was mostly a foreign element.

Places which had been eyesores for many years were transformed into attractive spots. Teachers superintended the work of hundreds of children and helped to stimulate their civic pride.

The picture of "Columbus at the Court of Spain" was especially appropriate as it was awarded to the school in "Little Italy."

The annual election of the Denver District resulted in few changes as most of our efficient officers were either retained or promoted. It was with deep regret that the association was compelled to accept the persistent refusal of our beloved president, Mrs. Warwick Downing, to resume the office she has held so successfully for the past two years. Mrs. William H. Clifford, who was unanimously chosen her successor, has already proven her faithfulness and capable leadership as chairman of our Child-Welfare Committee and her efficiency is without question.

Our organization has been much disturbed by an arbitrary schoolboard, who has ruled against further teaching of Social Ethics in the public schools. We feel this

is a decided step backward and an appreciable loss to our young men and women, especially that it banishes one of the most efficient and experienced teachers of that new branch of education, Mrs. Anna Noble. In order to convince the public of this mistake and its seriousness to the youth of our State, the citizens have formed a new association called "The School League."

Mrs. Noble's work grew out of her great success in dealing with girls, when she conducted the girls' circles under the auspices of the Mothers' Congress. It is only natural, then, that our Association should be the first to protest against her removal and take a prominent part in the new organization which will endeavor to have Mrs. Noble re-instated and her invaluable work continued.

The second annual Rally Day picnic has passed successfully. This method of raising funds to carry on city and State work is the yearly duty undertaken by the seventy school circles in the Denver District. Beside what it does financially, it can not be too strongly recommended for the advantages it gives to cement closer the various Parent and Teacher Circles and to further acquaintanceships of individuals in so large an organization. Then, too, an outing is provided for mother and child, who are often otherwise without vacation or pleasure. The immediate credit of our success is due to the excellent leadership of our general chairman, Mrs. Fred Dick, and Mrs. Warwick Downing, and the willing and capable co-operation and assistance of the committees from the school circles.

One of the special features that excited much press comment was the innovation of a Baby Circle. Tiny white beds with sleeping tots under the green trees was a beautiful picture. Mothers felt secure in the enjoyment of the day's delight, because, for the payment of the small sum of five cents an hour, she could feel assured of her baby's care, that it had certified milk and a clean bed. Mrs. A. G. Fish was the efficient chairman of this department.

Dr. Jenette Bolles, the ever alert and active chairman of our Educational Committee, has begun a series of lectures to mothers on the care and feeding of babies. These talks are being given during the summer upon the various city playgrounds and by the courtesy and with the assistance of the Play Grounds Association. The first meeting of this kind was held in the Russian district among the factory-workers' families. Dr. Bolles, had an interpreter who explained her talk to

the many mothers assembled. She also told the "little mothers" how to care for their charges.

Our organization has been greatly inspired by the message brought home by Mrs. Dick from the International Convention and we hope to profit by her wonderful experience as delegate. We are especially honored by the honor conferred upon our State President in Mrs. Dick's appointment to a National Vice-Presidency. In congratulating ourselves upon this recognition of our Association, we are also congratulating the National upon securing such an efficient officer, for none may speak with better knowledge than we who know her worth.

It is also with sincere gratification that we breathe a prayer of thankfulness that we are again permitted to labor under the leadership of our beloved and honored National President. May we have many more prosperous years with our dear Mrs. Schoff at the Standard.

(Mrs. H. A.) LILLIAN W. WINTER.  
1431 Columbine Street,  
Denver Press Comm.

## GEORGIA

### MESSAGE TO GEORGIA BRANCH

To the Georgia Branch, National Mothers' Congress and Parent-Teacher Associations: Realizing the magnitude of the work and its grave importance, I have undertaken the responsibility resting on me by virtue of my office with the knowledge that without your co-operation and prayerful assistance I can do very little. Therefore, at the outset I make this a personal appeal to each officer of the organization and to each individual member thereof, and ask that you give me your hearty support in all our undertakings.

The work of the greatest import which faces us at the beginning of my term of office, is that of organization. Steps are being taken, even at this writing, toward securing at least one mothers' club in each county of Georgia. In this work of organization we are making use of the assistance furnished us by the county superintendents of education.

In order that our membership may grow as rapidly as possible it is necessary that the work and its aims should be given as much publicity as possible. For this reason, as well as one equally cogent, namely that each organization should keep in close touch with all others, it is urged that a press correspondent be appointed by each

local body, her duty to send news to Mrs. E. M. Mitchell, 1149 Peachtree Street, Atlanta.

One of the mistakes of parents heretofore has been that they have neglected the formation of a common interest between parent and teacher. This is being rapidly remedied. Wonderful results are being derived. Parents are interesting themselves in the work of the schools, are co-workers with the teacher in trying to better the school and its surroundings.

I urge upon every mother that she maintain a close supervision over the literature which falls into the hands of her child. A systematic course of reading is an education in itself while on the other hand, great harm is sure to follow should the child be permitted to read indiscriminately the literature common to the day. The mind of the child is formed by the ideas received. Let us be sure that no false or vicious facts reach them through the medium of impure literature.

This, in brief, constitutes an outline of some of our more important endeavors. Let me ask your earnest support toward their attainment,

Mrs. HOWARD PAYNE,  
President.

### BABY CONTEST TO BE FEATURE OF COUNTY FAIR

The members of the twelfth district division of the Georgia branch of the Mothers' Congress are making interesting plans for the better baby contest which will take place during the Bleckley county fair in September.

The contest will carry with it a child-welfare exhibit, and there will be a department of medical inspection to which the leading physicians of the community will give their services. There will be pictures and panels illustrative of the needs of registration of births, compulsory medical inspection, and a booth upon which will be found all literature furnished by the state and local health boards of the state.

A trained nurse will be present during the child-welfare exhibit, and better baby contest, who will show many of the practical things pertaining to the everyday life of the baby, from exactly the right way to bathe it to the most scientific methods pertaining to nourishment and diet. Mrs. Howard Payne will co-operate directly with the agencies who have this particular feature of the Bleckley county fair in charge.

## MISSOURI

**Much Work Being Done Looking Toward Organization of New Circles Throughout State—Open Air Sleeping Camps Being Established in Parks in St. Louis for Mothers and Babies—Safe and Sane Fourth of July Celebrations.**

Mrs. J. B. McBride, 1372 Washington Avenue, Springfield, the newly elected president of the Missouri Organization, has made trips to Sedalia, Columbia, West Plains, St. Louis and several smaller places in the interest of the work. The outlook is promising for many new organizations throughout the State.

Mrs. McBride was invited to speak on Parent-Teacher Associations at the Southwestern Missouri Teachers Association. The work of the Congress was endorsed in the resolutions.

In Columbia Mrs. McBride spent much time conferring with officials of the University, all of whom promised their help and co-operation. The State Department of Education will send from the State office the literature of the National Congress of Mothers to all teachers and county superintendents.

In Springfield the local organizations are working toward the establishment of a "Free Clinic" which will, no doubt, materially reduce the excessive death rate among children of that city.

The Visiting Nurses Association, Medical Society and local hospitals are co-operating and success is assured.

The St. Louis Council of Mothers' Circles and Parent-Teacher Associations, representing about twenty organizations of from twenty-five to one hundred and fifty members each, are doing all in their power to reduce the mortality rate among children in their vicinity.

A lecture by Dr. E. W. Saunders, Child Specialist, giving advice on "How to Clothe the Baby During the Summer Months," was demonstrated by a chart.

Dr. Saunders' directions included:

A thermometer in every home where there are babies. No flannel band when the thermometer ranges over 72 degrees.

Sleeping in open air in summer.

Parks to be converted into playgrounds by day and sleeping places during the night for babies living in congested districts.

Acting upon this suggestion the Council voted to seek the permission of the Park

Commissioner to establish sleeping quarters in the parks for mothers from the congested districts who have babies under two and one-half years of age. The permission was readily granted and funds are being raised to meet the expenses.

In the meantime the first open air camp has been established in Lafayette Park, with tent, for use in case of storm, seventy-five cots, a matron, special police protection, ice, refrigerator and milk.

Any mother with baby can take advantage of this liberal offer of a cool place to sleep free of any cost by simply going out to this park. If the mothers realize the benefits to be derived for her self as well as her baby, and the cots are well filled during each hot night, other camps will be established throughout the city.

Aside from the open air camp the Circles in St. Louis have been busy with safe and sane Fourth of July celebrations and the one held in Tower Grove Park under the auspices of the Horace Mann, Rose Farming, and Sherman School Mothers' Clubs—a "Peace Pageant and Masque" and a "Living Flag" with songs and drills, did credit not only to those in charge but to the city itself.

This safe and sane Fourth of July celebration was started three years ago by Miss Jennie Hildenbrandt and has grown to such proportions that a distinct organization, called the "Tower Grove Independence Day Association," had to be launched.

This association will perpetuate the work so nobly begun by Miss Hildenbrandt.

Under the auspices of the Mothers' Circles of Webster Grove a safe and sane celebration was held, which helped mothers, fathers and children of their district to enjoy the day without accident or loss of life.

There is an enthusiastic Mothers' Club in Kansas City, Mrs. L. W. Stieren, president. They believe in the agitation of a purpose unto its fulfilment. Four lots added to their present school grounds, and working in full co-operation with their school trustees, cause them to look with joy on the immediate development of a social centre, the season being ripe for playgrounds everywhere. Their school auditorium is the occasion of old-time spelling matches, folk-lore games and the things our grandmothers didn't enjoy. Neither have they been without a clean-up day, when everybody works.

It is very interesting to note how the



children appreciate attractive surroundings and a model progressive example is Kansas City.

(Mrs. Chas.) MAUD G. McDAVIS,  
6326 Waterman Avenue,  
St. Louis.

### NEW YORK

#### **A Message to the Affiliated Clubs of the Mothers' Assembly of the State of New York from Mrs. Henry O. Holland, President.**

Has your club struck deeper root this year:

1st. In loyal relationship to the National and State Work, realizing that we are all members of one great body working to save the children of our nation.

2nd. In deepened consecration to all the responsibilities and opportunities of Motherhood.

How about your broader branching?

Has your club reached out in a definite way to strengthen and extend our work, by winning new members for your own club, by forming Parent-Teacher Associations in your schools or new Mothers' Clubs in locations near your city? Are you planning to hold a Better Baby Campaign in your city? This special line of endeavor will be nation wide this year. The slogan of our National Congress will be "To Save 100,000 Babies This Year."

And what of your fruitage?

Have your lives been enriched through your membership in your club?

Have you brought relief, cheer and comfort to those who are carrying heavy burdens?

Have you helped solve the problems of the teachers; have you assured them of your sympathy and co-operation?

Have you planned wisely and well for the best development of the children of your city by helping to provide school gardens, vocational training, domestic art and science, public playgrounds?

The Officers and Chairmen of the New York State Assembly of Mothers are your servants. We stand ready to do just as far-reaching a work as you demand through your earnest co-operation and gifts. The splendid response of all the members, of all our affiliated clubs, to the simple request of our Ways and Means Committee, will supply sufficient money to send workers out to respond to requests for organization, and to win the many organized clubs for State affiliation, that we may *keep step* as we march forward.

### PENNSYLVANIA

The next annual meeting of the Congress in this State will be held in Lancaster, October 28-29-30. The accessibility of the place, situated as it is on the main line of the Pennsylvania railroad, should insure a large attendance and it is hoped that associations will make their appointments of delegates in good season.

Four scholarships in the University of Pennsylvania Summer School were granted to State teachers in Congress membership.

Mrs. E. E. Kiernan, of Somerset, vice-president in the western section of the State, reports continued activity and interest in that locality in organization and legislative matters.

A reception at 302 Spruce was tendered Mrs. O. F. Keefer, vice-president from Williamsport, during her visit to Philadelphia in May.

To the Fourth International Home Education congress, to be held in Philadelphia, September 22-29, Mrs. George K. Johnson, Mrs. Herman H. Birney, Mrs. Charles M. Stone, Mrs. Joseph P. Mumford and Mrs. E. V. McCaulley have been appointed delegates.

The Smith-Hughes Bill providing for Federal Censorship of moving picture films was unanimously endorsed by Pennsylvania Board.

Mrs. Howard Sharp was appointed as chairman of the literature committee.

Mrs. Charles P. Mercer, chairman of Child Hygiene committee, has received and accepted a number of invitations to address associations concerning the baby-saving work and the better babies contests.

The members of the executive board were invited to hold the June meeting in the home of the president, Mrs. George K. Johnson, at Langhorne, June 24.

Among the interesting matters discussed were the notes concerning the National work, which were carefully read by Mrs. Johnson.

The Mothers' Club, of Monongahela, Pa., reports the equipment of a Physical Laboratory in the Monongahela High School at the cost of four hundred (\$400) dollars to the club.

The establishment of the Curfew Law. The furnishing shoes, stockings and clothing to the needy school children recommended by the teachers.

The establishment of an Art Course in one of the school buildings by presenting to each room a copy of a famous picture. Twenty-five (\$25) dollars a year is given

to aid the Juvenile Court work in Washington County.

The Mothers' Club furnishes and maintains a bed in the Monongahela Memorial Hospital.

The Mothers' Club has about eighty members and holds nine interesting evening meetings a year, at which, through well prepared papers, subjects pertaining to the home, the child and the school are studied. The object is to promote an interest in the education of children and to build up the home circle, which is the foundation and makes the destiny of the Nation through future generations. To make and inspire the home, to lessen suffering and increase happiness, to aid mankind in the upward struggle, to ennoble and adorn life's work however humble has been the aim of the Monongahela Mothers' Club.

### TEXAS

San Antonio is arranging to send an organizer to form parents' associations and mothers' circles. Weekly Mothers Congress notes are published in the San Antonio Express. We shall make type-written copies of the National President's Report of Child-Welfare Work for 1912-13-14 and place these in the hands of good readers to be given as a message to the organized motherhood of San Antonio.

### SUMMER PLAYGROUNDS

In line with Mrs. Schoff's suggestion in giving the liquid sunshine of life to the children, one of the Parent-Teachers' Clubs of San Antonio announces the opening of the school yard as a social centre during vacation. The playground equipment which the mothers and children have been busy getting all winter is not to be locked up and left idle during the time it is most needed. These mothers are anxious to crown their efforts with success in making the first attempt in using the school playground bring satisfactory results, and indications prove that it will meet with no difficulties.

Two afternoons, Mondays and Fridays of each week, from four until seven o'clock, is the time appointed, beginning June 1. The mothers and supervisor in charge will be glad to have visitors from other clubs as well as outsiders to come and see and go and do likewise. This summer point of social centre activity is the surrounding grounds of Beacon Hill school.

Another place in Texas holding an important rank as a social centre is the rural

High School at Yancy, situated twelve miles from the railroad. The use of the school plant is a harvest of pure, instructive and healthful pleasure, and participants within a radius of twenty miles make use of the opportunity—good roads and autos causing the distance to be no barrier to the joys afforded. The school gives two social sessions a month, using an entire afternoon and evening, with refreshments and storytelling.

### WISCONSIN

#### Wisconsin Branch of National Congress of Mothers and Parent-Teacher Association. Annual Report of President for 1914.

Let this opening word assure you that though our workers are absent in the flesh they are present in the spirit, *every one*, and send loving greetings to the large and effectual company who also labor in love and patience for the little ones.

The greatest advance in Wisconsin is in the location of many already organized circles of all sorts, all over the State, and keen interest in the Congress on the part of teachers and many parents. (Note report of P. T. A. Com.)

This work is now being followed by the Membership Committee and we now must have an organizer, as Mrs. Schoff has generously offered, and through this generosity we shall seek one at the approaching Annual in Milwaukee on June 6th.

We have splendid chairmen of Child Hygiene, Juvenile Court, Parent-Teacher Association, Publicity and Press and Magazine, but all through the year they have felt the need of more definite direction from National chairmen and we need funds. Also our circles have not always responded well to requests from these faithful, capable workers.

I trust Miss Riley Chu, of Juvenile Court, has answered required questions, as I am unable to do so and I know much needs to be done in Wisconsin.

I would call the attention of the National Congress to a page in the Mothers' Magazine which appears to obtain its copy from the CHILD-WELFARE MAGAZINE and is but a tardy and inefficient copy; this affords inexperienced people an avenue for comparison on an entirely wrong basis.

My absence from Milwaukee since September has given the workers their opportunity for wholesome personal service and given the Congress a State and National aspect instead of a local one. We are now in an entirely normal stage of

much unrelated development, much widespread and deep interest, and many developing workers.

I gave eighteen addresses last year and almost as many this (in some cases in response to a third call in a single town. We all relate activity). Now in certain localities to such seed sowing, notably Kenosha, where, after such an address, and attendance at our Annual last May, nine associations have been organized, two affiliated and others are expected to through a principal's wife, who formerly lived in Chicago. In this case again the larger National played the part we more and more hear of.

Mrs. Ives has come from Montana to Oshkosh, Mr. Potter to the head of the Milwaukee school system and through Pueblo Parent-Teacher work is doing all he can for similar work in Milwaukee.

Our State Superintendent, Mr. C. P. Cary, has publicly endorsed the work in a

teacher's magazine, and our Year-Book has several splendid endorsements which in every instance were gladly given.

We trust another annual to be with you with fruit instead of only seed sown.

AGNES W. BETTS.

#### VERMONT

I am very proud of the Bennington Parent-Teacher Association, which boasts of 208 members after one year's existence.

At our annual meeting, which was called for Peace Day, May 18, the association voted to make Peace Day each year the date of the annual meeting.

The meetings next year will be held in the fine, new \$75,000 high school building, which will be finished in September. We plan to hold Mothers' Circles each month. I find CHILD-WELFARE MAGAZINE of great value.

MRS. E. B. HULING,  
President.

#### Unusual Gift

Public Schools of Williamsport, Pennsylvania, are the Beneficiaries of one of the Largest Benefactions Ever Made to Public Education

THROUGH the will of Mr. A. D. Hermance, the Williamsport public schools are to be benefited to the amount of several hundred thousand dollars. In this will, Mr. Hermance bequeathed the annual income of the sum of \$7000 to the grammar schools. This income is to be divided each year among the most deserving pupils of the last class of the grammar schools.

His great gift to the public schools, however, was the sum left to the graduates of the Williamsport High School. At the death of his widow, his whole estate, estimated at \$400,000, is to be available for the purpose of furnishing male graduates of the High School with a sufficient sum to enable them to go through Cornell University. Each

male graduate of the High School who has ranked well in scholarship and deportment and whose financial condition is such that he could not otherwise attend college is to be furnished with the sum of \$500 a year for a period of four years.

The income of this residuary estate will probably maintain in college all of the time more than a score of young men. It is one of the greatest gifts ever made to the public schools and will give a great impetus to high school education in Williamsport. The selection of the graduates who are to benefit by this bequest is to be made by the Judge of the Court, the Superintendent of Schools, and the President of Dickinson Seminary.

